PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

OCT 4 - 1935

THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

FORMERLY THE AMERICAN PHYSICAL EDUCATION REVIEW FOUNDED IN 1896

OCTOBER 1935

VOL. VI, No. 8

Physical Education Demonstrations at Pittsburgh . . . . . C. W. Nethaway

Physical Exercises in Cardiac and Metabolic Diseases . . . . . Peter V. Karpovich, M.D.

Today's Challenge to Health and Physical Education . . . . . Jesse Feiring Williams, M.D.

School Health Education on the Job . . . Anne Whitney

The American Posture League . . . George J. Fisher, M.D.

A Program of Tests and Measurements for the Public Schools . . . . . C. H. McCloy

Effective Supervision in Public Schools . . . Ruth Evans

Soccer—A Universal Game . . . . . Howard R. De Nike

Posture Weeks Still Work . . . . . Edythe Saylor

Relay Races from Japan . . . . . Ruth Weythman

Climbing Exercises on Apparatus . . . . . H. C. Reuter

A Basis for Grading Physical Education . . . . . Helen M. Reily

Intramural Programs for High Schools . . . . . L. F. Holden

Indoor Archery Equipment . . . . . Natalie Reichart

Methods in Teaching Creative Dancing . . . . . Geneva Watson

Around the Country with J. E. Rogers

Book Reviews; News Notes; Practical Hints; District News

AMERICAN PHYSICAL EDUCATION ASSOCIATION

SPRINGFIELD COLLEGE

(Corporate Name)
International Young Men's Christian Association College

SPRINGFIELD, MASSACHUSETTS

Natural Science Division—(Physical and Health Education)

G. B. AFFLECK, A.M., *Director* — ELMER BERRY, Ed.D., *Ch'm. Graduate Counsel*

EQUIPMENT—Five Athletic Fields, Two Gymnasiums, Natatorium, Boat House, Laboratories, Exceptional Physical Education Library.

COURSES—Four-year course for high school graduates, degree B.S. or B.P.E. Advanced courses for college graduates, men and women, degree M.Ed., or M.P.E. Majors in physical and health education, natural science, etc. Minors in academic subjects.

For Information Address — **JOHN D. BROCK, M.Ed., Secretary**

BOUVÉ-BOSTON SCHOOL OF PHYSICAL EDUCATION

In Affiliation With Simmons College

MARJORIE BOUVÉ, *Director*

Distinguished for the excellence of its training in preparing young women for the profession of Physical Education, offers a four-year course in physical education and physical therapy in affiliation with Simmons College, for which the degree of Bachelor of Science is granted; a three-year course, preparing students to teach all branches of Physical Education; and a three-year course in Physical Therapeutics. College graduates may complete the three-year course in two years if they have the necessary prerequisites for the work. Excellent opportunities are offered for sports and individual games. Health education, recreation programs, and posture work are stressed.

For Catalogue Address Registrar

105 SOUTH HUNTINGTON AVENUE, BOSTON, MASS.

The SAVAGE SCHOOL for PHYSICAL EDUCATION

THE Savage School for Physical Education is the oldest Teacher Training School for Health and Physical Education in New York State. It is approved and chartered by the New York State Department of Education and offers a three-year course which prepares High School Graduates to become Teachers, Supervisors and Directors of Health and Physical Education in Colleges, Schools, Camps, Playgrounds, Clubs, etc. Located in New York City, the Savage School is able to obtain for its faculty, men and women who are specialists and authorities in their respective subjects.

For Catalogue address Registrar, 308 W. 59th St., New York City

MARJORIE WEBSTER SCHOOLS, INC.

Students enjoy cultural advantages of Nation's Capitol

ROCK CREEK PARK ESTATES
Box E — **Washington, D. C.**

SCHOOL of PHYSICAL EDUCATION

Outstanding courses prepare teachers, athletic coaches and supervisors in camps, churches, clubs, playgrounds, and schools. 2-year certificate, 3-year diploma, 4-year course leading to a degree. The larger leisure of today and tomorrow means greater opportunities for trained leaders in Physical Education. Instruction in The Dance. Excellent equipment including gymnasium, swimming pool, outdoor theatre.

Other schools on same campus include SECRETARIAL SCHOOL, SCHOOL OF DRAMATIC ART and JUNIOR COLLEGE. All sports, riding. Placement. Fireproof dormitories. 10 acres. Enroll now. Write for catalog.

The Journal of

HEALTH and PHYSICAL EDUCATION

E. D. MITCHELL, Editor

VOL. VI OCTOBER, 1935 No. 8

AMERICAN PHYSICAL EDUCATION ASSOCIATION

Officers

President, Agnes R. Wayman, Barnard College.
President-Elect, W. G. Moorhead, Harrisburg, Pa.
Vice-President, C. H. McCloy, University of Iowa.
Secretary-Editor, E. D. Mitchell, Ann Arbor, Mich.
Chairman Field Service, James E. Rogers, New York City.

Additional Members of Governing Board

Dr. John F. Bovard, University of Oregon, Eugene.
Miss Rosalind Cassidy, Mills College, California.
Franklin J. Gray, Public Schools, Springfield, Mass.
Strong Hinman, Public Schools, Wichita, Kansas.
Louis E. Hutto, Public Schools, Des Moines, Iowa.
W. R. LaPorte, University of Southern California, Los Angeles.
Miss Mabel Lee, University of Nebraska, Lincoln.
N. P. Neilson, Stanford University, California.
Dr. Harry A. Scott, The Rice Institute, Houston, Texas.
Miss Helen N. Smith, University of Cincinnati, Ohio.

Additional Members of Legislative Council

Ruth H. Atwell, District of Columbia Society.
Birch E. Bayh, Indiana State Society.
Dr. Margaret Bell, Teacher-Training Section.
Marjorie Bouvé, Massachusetts State Society.
Dr. John Brown, Jr., Y.M.C.A. Physical Directors' Society.
Dr. A. D. Browne, Tennessee State Society.
Dr. William Burdick, Maryland State Society.
Elmer D. Burke, North Carolina State Society.
Carl H. Burkhardt, New York State Society.
Dr. Harry B. Burns, Pennsylvania State Society.
Rosalind Cassidy, National Ass'n. of Phys. Ed. for College Women,
Ellis H. Champlin, New York State Society.
Della M. Clark, North Dakota State Society.
Helen Cooper, Rhode Island State Society.
Helen Coops, Ohio State Society.
F. W. Cozens, Research Section.
A. L. Crapser, Pennsylvania State Society.
Emerie Cummings, Nebraska State Society.
C. W. Davis, California State Society.
Pat Dawson, Wisconsin State Society.
Henry E. Detherage, Missouri State Society.
Herschell Emery, Oklahoma State Society.
Edgar G. Everts, Minnesota State Society.
Henry M. Foster, Washington State Society.
Charles Forsythe, Michigan State Society.
Edith M. Gates, Women's Division, N.A.A.F.
Edith M. Gates, Y.W.C.A. Physical Directors' Society.
C. D. Giauque, Massachusetts State Society; Therapeutics Section.
Major E. V. Graves, Virginia State Society.
Willard N. Greim, Colorado State Society.
Helen W. Hazelton, Indiana State Society.
Dr. W. L. Hughes, College Physical Education Association.
Dr. Allen G. Ireland, New Jersey State Society.
Lenore Ivey, Georgia State Society.
Dr. Hiram A. Jones, New York State Society.
Barbara E. Joy, Camping Section.
C. W. Kadel, Delaware State Society.
Earl Kauffman, Jr., Kansas State Society.
Albert Kinoy, New York State Society.
Paul J. Krimmel, Public Schools Section.
Louis Kulcinski, Illinois State Society.
Dr. A. S. Lamb, Canada.
Helen Lengyel, Maine State Society.
George Little, Men's Athletic Section.
R. H. McAlister, Kansas State Society.
C. H. McCloy, American Academy of Physical Education.
Dr. J. H. McCurdy, National Collegiate Athletic Association.
Arthur Maroney, New Jersey State Society.
Alfreda Mosscrop, Alabama State Society.
Grover W. Mueller, Pennsylvania State Society.
Robert Munsey, California State Society.
Ruth L. Murray, Dance Section; Michigan State Society.
Dr. D. Oberteuffer, Ohio State Society.
Julia Post, South Carolina State Society.
A. H. Pritzlaff, Administrative Directors' Society
Dr. Charles J. Prohaska, Society of State Directors
Frederick Prosch, Pennsylvania State Society
R. N. Sandlin, Texas State Society
Mazie V. Scanlan, New Jersey State Society.
Henry J. Schnelle, Connecticut State Society.
Dr. Carl P. Schott, West Virginia State Society.
S. C. Staley, Illinois State Society.
W. K. Streit, Ohio State Society.
H. T. Taylor, Kentucky State Society.
Alden W. Thompson, Health Education Section.
Eline von Borries, Women's Athletic Section.
Paul Washke, Oregon State Society.
Doris E. White, Iowa State Society.
A. H. Wyman, Recreation Section.

In This Issue

PHYSICAL EDUCATION DEMONSTRATIONS AT THE PITTSBURGH CONVENTION. *C. W. Nethaway* 3
PHYSICAL EXERCISES IN CARDIAC AND METABOLIC DISEASES. *Peter V. Karpovich, M.D.* 9
TODAY'S CHALLENGE TO HEALTH AND PHYSICAL EDUCATION. *Jesse Feiring Williams, M.D.* 10
SCHOOL HEALTH EDUCATION ON THE JOB—CURRENT PROBLEMS AND PRESENT PRACTICES. *Anne Whitney* 13
THE AMERICAN POSTURE LEAGUE. *George J. Fisher, M.D.* 16
A PROGRAM OF TESTS AND MEASUREMENTS FOR THE PUBLIC SCHOOLS. *C. H. McCloy*.. 18
EFFECTIVE SUPERVISION IN PUBLIC SCHOOLS. *Ruth Evans* 22
EDITORIALS 24
SOCCER—A UNIVERSAL GAME. *Howard R. De Nike* 26
POSTURE WEEKS STILL WORK. *Edythe Saylor* 32
RELAY RACES FROM JAPAN. *Ruth Weythman*. 34
CLIMBING EXERCISES ON APPARATUS. *H. C. Reuter* 36
BASIS FOR GRADING IN PHYSICAL EDUCATION. *Helen M. Reily* 40
INTRAMURAL PROGRAM WITHIN THE REGULAR PHYSICAL EDUCATION CLASS FOR HIGH SCHOOLS. *L. F. Holden* 42
INDOOR ARCHERY EQUIPMENT. *Natalie Reichart* 44
AROUND THE COUNTRY WITH J. E. ROGERS... 46
HOW WE DO IT 48
METHODS IN TEACHING CREATIVE DANCING—A SUMMARY. *Geneva Watson* 50
IT MAY INTEREST YOU TO KNOW 51
DANCE SECTION NEWS 53
SOUTHERN DISTRICT ASSOCIATION NEWS 53
EASTERN DISTRICT ASSOCIATION NEWS 55
MID-WEST DISTRICT ASSOCIATION NEWS.... 55
BOOK REVIEWS 64

THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION
Published by the American Physical Education Association
311 Maynard, Ann Arbor, Michigan
Published monthly from September to June
(10 issues)

Copyright, 1935, by the American Physical Education Association. Entered as second-class matter, January 6, 1930, at the post office, Ann Arbor, Michigan, under the act of March 3, 1879.

Professional Membership, including the Journal and the Research Quarterly $5.00
Active Membership (including Journal) 2.00
Single Copies ..... .35

The contents of previous issues of The Journal of Health and Physical Education can be found by consulting the Education Index in your library.

Corrective Physical Education

Just Published

Individual Exercises

Selected Exercises for Individual Conditions.

By GEORGE T. STAFFORD, M.S.
Director of Corrective Physical Education, University of Illinois

HARRY B. DeCOOK, M.A.
Director of Corrective Physical Education. Northwestern University

JOSEPH L. PICARD, M.S.
Director of Corrective Physical Education, University of Arizona

PRIMARILY designed for use as a guide for members of corrective classes, this new book will be invaluable to student and teacher alike. It will enable the instructor to "get across" the full details of these valuable exercises and the student will have a personal check-up on his progress which will give him added interest in remedying his physical defects. Technical language has been avoided and the directions given are clear and understandable.

All the exercises in this book have been used with great success at the University of Illinois, University of Arizona and Northwestern University.

CONTENTS

The Need for Exercise
Specific Disturbances or Defects and Exercise for Same
Blood Pressure
Constipation
Digestive Disorders
Foot Disturbances
Weak Feet
Flat Feet
Heart Disturbances
Organic
Functional
Hernia
Infantile Paralysis
Kidney Disturbances
Knee Disturbances
Malnutrition
Undernourishment
Obesity
Posture
Ptosis
Neurasthenia
Lateral Curvature of the Spine
Postural
Structural
Maintaining Health or Keeping Physically Fit
How Can I Keep Myself Physically Fit?
My Personal Health Scale
Detailed Description of Each Exercise with 121 "Stickmen" Illustrations
Index

8vo, Paper—Illustrated by "Stickmen," $1.00

Corrective Physical Education for Groups

By C. L. LOWMAN, M.D.
Chief of Staff, Orthopedic Hospital, Los Angeles

CLAIRE COLESTOCK
Assistant Director of Physical Education, Pasadena, California

And HAZEL COOPER
Instructor of Physical Education, High School, Pasadena, California

A guide that should be a welcome counselor to the teacher because of suggested activities for regular groups which have corrective value and for the detailed comprehensive program for the restricted and corrective groups. The inclusion of methods, organization and classification of exercises enhances its value as a text book. The book is divided into five parts: (1) *Theory,* (2) *Organization,* (3) *Methods,* (4) *Schedule of Exercises,* (5) *Games, Dancing and Suggestions.* 8vo. Cloth. Illustrated. $3.60.

Preventive and Corrective Physical Education

By GEORGE T. STAFFORD
Director of the Department of Corrective Physical Education, University of Illinois

A textbook to prepare the teacher of physical education to teach the preventive and remedial branches of physical education. Exercises for the prevention and treatment of faulty body mechanics and the treatment of athletic injuries, make this book especially valuable as a text for men. The material is divided into the following chapters: *Physiotherapy, Pedagogy, Physiology of Exercise, Body Mechanics, Treatment of Faulty Body Mechanics, Feet, Heart Disturbances, Undernourishment and Obesity, Constipation and Ptosis, Athletic Injuries, Infantile Paralysis and Spastic Paralysis, Miscellaneous disturbances.*

8vo. Cloth. Illustrated. $3.00

Corrective Exercises for Individual Physical Education

By C. D. Giauque and J. P. Trepp

Containing valuable exercises for Kyphosis, Lordosis, Scoliosis, Flat Foot and numerous general conditions. Illustrated. Paper. $.75.

A. S. BARNES AND COMPANY **ORDER FORM**
67 West 44th Street
New York, N.Y.

Please send the books I have checked: ( ) I enclose $..... ( ) Send C. O. D. ( ) Charge
( ) *Individual Exercises* by Stafford, DeCook and Picard $1.00
( ) *Corrective Physical Education* by Lowman, Colestock and Cooper $3.60
( ) *Preventive and Corrective Physical Education* by Stafford $3.00
( ) *Corrective Exercises* by Giauque and Trepp $.75

Name ..... Address .....

School or College ..... City ..... State .....

IMPORTANT: Check here ( ) if you will consider the above books as texts for class adoption so they may be sent ON APPROVAL.

Physical Education Demonstrations
at the Pittsburgh Convention

By

C. W. NETHAWAY

Supervisor of Grammar Grade Athletics, Pittsburgh, Pa.

PITTSBURGH introduced two unique features in physical education demonstrations at the Golden Anniversary Convention in April of the present year which met with unusual expressions of approval. Before leaving Pittsburgh, Mr. Mitchell, the Secretary-Editor of the A.P.E.A., requested that the writer prepare an article on these physical education demonstrations. Later, in a letter, he specified, "We would like very much that this description be written up *in detail*, because I know that it will be very helpful to our readers. Everyone who saw these particular demonstrations at Pittsburgh was very enthusiastic about them."

With this request in mind, I have endeavored to make this article as specific, enlightening, and helpful as is possible, for those who may be interested.

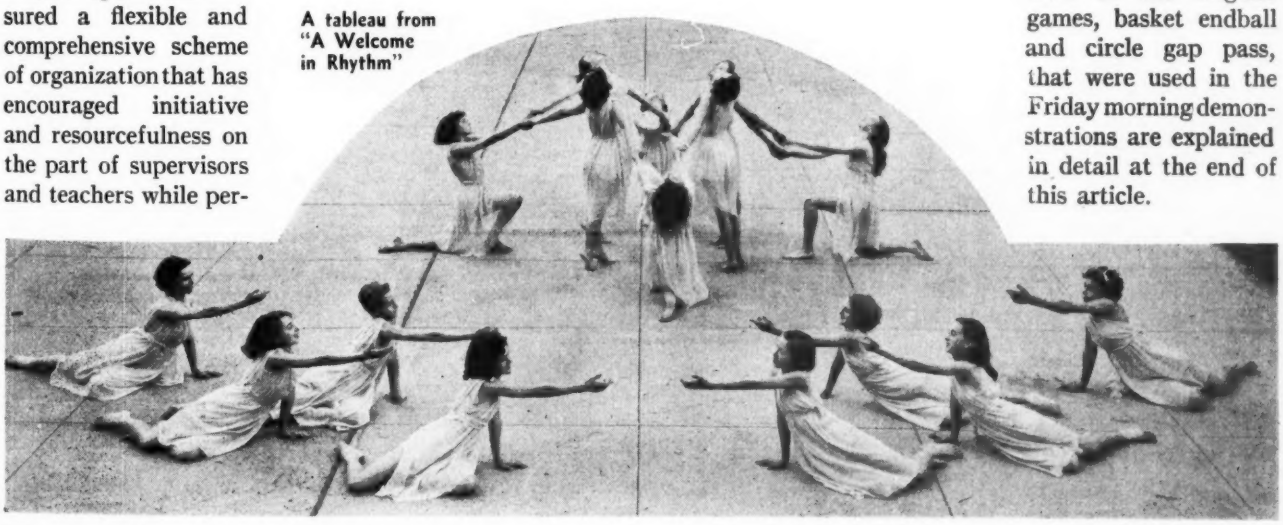
The concept back of the demonstrations was two-fold: first, that everything presented should be definitely a portrayal of the actual physical education program operating in our schools, and, secondly, that in a very true sense, phases of the demonstrations should symbolize the spirit of progress that has been a dominant note in physical education in our Pittsburgh schools ever since the reorganization of the Department of Hygiene in 1914, under the able leadership of Dr. Harry B. Burns. From the beginning this department of the Board of Public Education has functioned with one ultimate aim; namely, to perform its peculiar function in guarding the health and contributing to the happiness of the children under its care.

This spirit has insured a flexible and comprehensive scheme of organization that has encouraged initiative and resourcefulness on the part of supervisors and teachers while permitting of ready adaptation to its needs of the best in ideas and developments in the rapidly growing field of physical education. To this spirit of receptivity and adaptability, and to the loyal cooperative effort of our supervisory and teaching personnel, we are indebted for any and all success in our particular field and for the carrying out of the demonstration program here outlined.

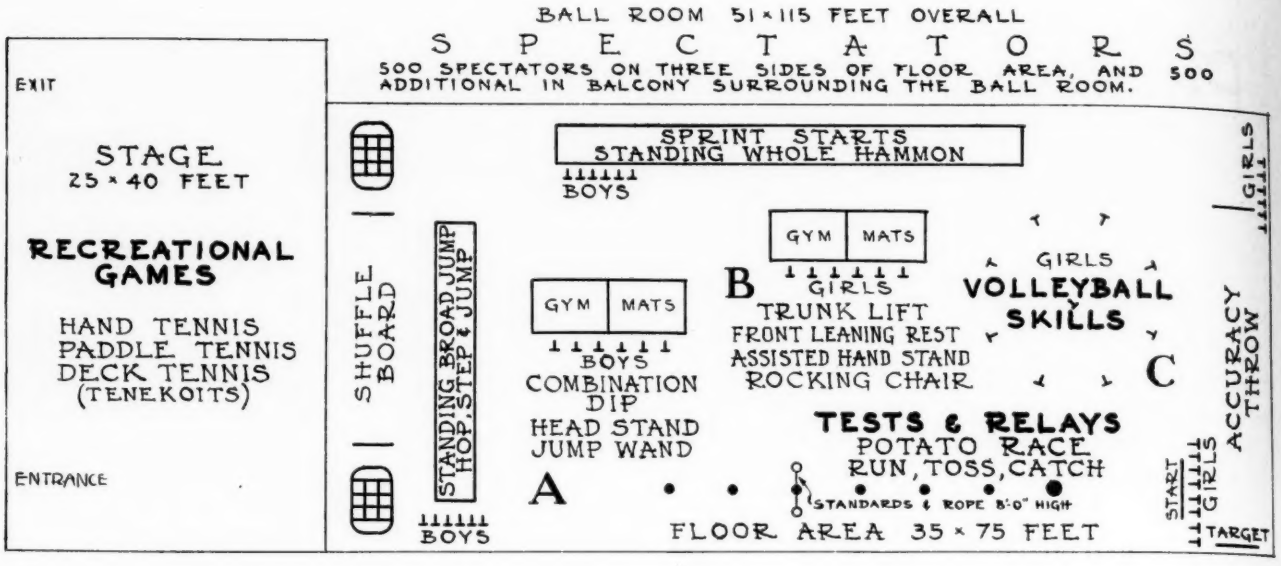
The Convention Committee early decided against a pageant as a means of showing to the convention what the Pittsburgh schools are doing in physical education. Past experience also indicated that only a small proportion of convention delegates do any school visiting, hence it seemed unwise to depend solely upon demonstrations in the different schools. Therefore, in order that delegates should have maximum opportunity to see the most worth-while things in our local program of physical education, we decided to bring the school program to the convention floor!

The final arrangement provided for three distinct phases to the demonstrations: (1) A cross-section of the program of elementary school physical education; (2) a series of tabloids, depicting special types of work by selected groups from both grade and high schools; (3) demonstrations incidental to visitation of schools.

In this article we deal with the first two phases only. However, it is interesting to note that the visitation program, arranged for both elementary and high schools and consisting of the regular daily program of activities, had a record attendance. Two of the original games, basket endball and circle gap pass, that were used in the Friday morning demonstrations are explained in detail at the end of this article.



A tableau from "A Welcome in Rhythm"



1. Elementary School Physical Education

The cross-section demonstration of elementary school work was given in the ballroom on the seventeenth floor at convention headquarters on Friday, April 26, at 10:30 A.M. The time consumed was one hour and twenty-five minutes.

Participating schools, twenty-four in number, were chosen because of facilities, convenience of location, and ease of transportation. The work shown was that of all the schools, although it was presented in a form calculated to be most appealing to spectators. This made it possible to display the different types of work given in our regular school program, and to show their possibilities for demonstration purposes.

The program which follows indicates the broad range of activities used. The accompanying diagram of the ballroom, drawn to scale, will make clearer the details of this program.

PROGRAM

PART I—Games—10:30 to 10:42

Three groups performing throughout	*Section*	*Time*	*Grades*	*Sex*
1. Basket Endball	Stage	10:30	7–8	Mixed
2. Hand Soccer	C	10:31.5	5–6	Boys
3. Snake Dodgeball	A	10:33	5–6	Boys
4. Snatch the Bag	C	10:34.5	5–6	Boys
5. Combat Activities	A	10:36	5–6	Boys
a) Chicken Fight				
b) Duck Fight				
c) Rooster Fight				
d) Dog Fight				
6. Shuttle Skill Races	Stage	10:37	7–8	Mixed
a) Stunt				
b) Beanbag				
c) Basketball				
7. Circle Gap Pass	B and C	10:38	5–6	Boys
Exit of Group I and Entrance of Group II		10:42		

PART II—10:42 to 10:47

Golf Driving and Putting	Stage	10:42	7–8	Girls
Rope Jumping	A	10:42	7–8	Girls
Wand Jumping	B–C left side	10:42	7–8	Mixed
Mat Leaping	B–C right side	10:42	7–8	Boys

PART III—Singing Game Variations—10:47 to 10:59

Pop Goes the Weasel	B	10:47	3–4	Mixed
Palace and Alley (Adaptation of Roman Soldiers)	Stage	10:50	2–3–4	Mixed
Potato Dance—an Original class project arranged to Vaschel's poem, "The Potato Dance"	B	10:55	8	Girls

PART IV—Squad Work—10:59 to 11:14—A Suggestive Procedure in Organization of Self-testing Activities and Recreational Games. See diagram for detail.

Squads shifted at the end of each five minutes. Shuffleboard and recreational game groups remained in place throughout.

PART V—A Progressive Development in Modern Free Exercises.

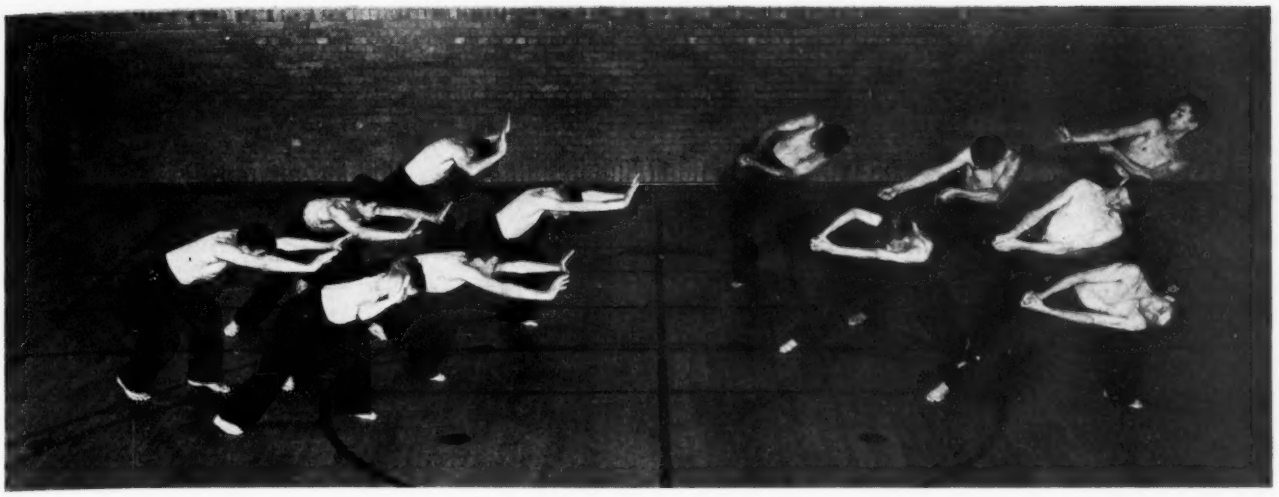
	Place	*Time*	*Grades*	*Sex*
Group 1	B	2 min.	3–4	Mixed
Group 2	B	2 min.	5–6	Mixed
Group 3	B	4 min.	7–8	Mixed

PART VI—A Program of Stunts.

Group 1. Imitative, natural activities moving full length of floor space	A–B–C	4 min.	1–2–3	Mixed
Group 2. Boys' Stunts —Individual and group	B	6 min.	6–7–8	Boys
Group 3. Individual and group stunts in rhythm —3 groups of sixteen girls each	Stage, A and C	4 min.	7–8	Girls

PART VII—The Melting Pot—11:37 to 11:55

A group of original national character dances depicting the contribution of the dance in Americanizing a selected group of nationalities, to-wit: Scotch, Italian, Mexican, Russian, Chinese. Each group as it entered put its own national flag into the melting pot (a large brass kettle) which was presided over by Father Time. The climax came as the last dance ended and the "Star Spangled Banner" was drawn from the "melting pot" and a mixed group of all the nations represented danced the Virginia Reel, and concluded with the singing of "America the Beautiful" and a pledge to the flag.



"The Spirit of Strength" by grade school boys

Reserved for the demonstration was the stage, twenty-five feet by forty feet, and a midsection of the floor, extending seventy-five feet from the stage, and thirty-five feet wide. This latter area is indicated on the diagram as sections *A, B,* and *C*.

The problem that confronted the Demonstration Committee was, first, the selection of the most representative activities in the elementary school program, and second, to so group these activities that there would be a continuous performance, with the entrance and exit marking, in each case, the change of activity.

An attempt was made to so time the arrival of the participants in successive groups, that there would be no confusion resulting from the assembling congregation of between four and five hundred children in an already crowded convention situation. Through the cooperative effort of supervisors, principals, teachers, and parents, this was accomplished.

As each group of children, already costumed, arrived, by way of the hotel elevator, they were ushered directly to the Urban Room (a large room opening directly into the ballroom) where their wraps were deposited in places assigned to school and group.

One supervisor was responsible for assembling the successive groups; another took charge of them at the entrance to the ballroom; and a third sent them to their assigned places for performance. In each case the incoming group started to its place at the instant the preceding group started to leave the floor. Since the children had never seen the ballroom, there having been no general rehearsal, each responsible teacher acted as "guide post" and stationed herself at the location assigned to her group until they were placed. This assured prompt and accurate placement of participants. Since each group made but one appearance, arrangements were made for them to leave the hotel in the care of their teacher and to return to their school district.

In all cases, the time allotted to each number on the program included entrance and exit.

Arrangements were made for spectators by the placing of five hundred chairs on three sides of the demonstration area (see diagram). An equal number was accommodated in the gallery surrounding the entire ballroom. The successive numbers on the program appeared in such a way as to give the audience an opportunity to see and understand the essential features of each activity.

The chairman of the Demonstration Committee, using the microphone, introduced each number and made running explanatory comments wherever necessary.

A "Ring Drill" by four grade school maidens of 1885

2. Tabloids

The tabloid demonstration consisted of fifteen-minute preludes to four of the section meetings and two of the general sessions. A similar episode demonstration took place during the banquet.

Each tabloid represented a different type of regular school work, but done unusually well by small selected groups.

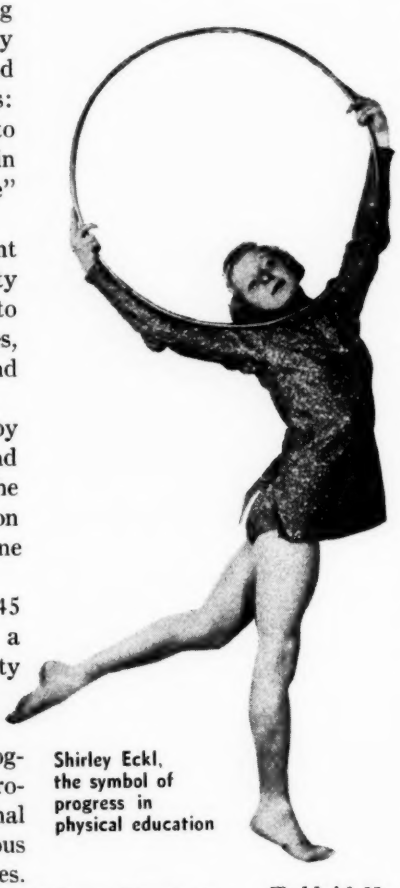
The object was to exemplify the perfection we can hope to attain in such activities, and their possibilities for idealized presentation.

Tabloid No. 1 preceded the opening General Session meeting on Wednesday evening. It consisted of two parts, and was presented by grade school pupils: (1) An Invocation in Rhythm, done to Handel's "Largo"; (2) A Welcome in Rhythm, done to "The Blue Danube" by Strauss.

These two numbers were significant in demonstrating the ready adaptability of the modern rhythmic free exercises to the interpretation of music masterpieces, and the building up of artistic and meaningful tableaus.

Both numbers were accompanied by a mixed chorus of seventy-five boys and girls also from the grade school. The music furnished by these children won them universal acclaim for their tone quality and ensemble effect.

Tabloid No. 2 on Thursday, at 8:45 A.M. preceding the Dance Section, a demonstration of social games by eighty senior high school girl leaders, was a most rollicking presentation of activities suitable for a social hour. Recognition of the adaptability of this program to youth and adult recreational needs was indicated by the spontaneous and hearty applause of the delegates.



Shirley Eckl, the symbol of progress in physical education

Tabloid No. 3 on Thursday, preceded Men's Physical Education Section. The third tabloid presented the progressive development of tumbling, by junior and senior high school boys, and depicted in detail, by individual and group poses and action, the progress in developing a number of the fundamental tumbling stunts. The thoroughness of preparation and the nicety of performance brought forth general commendatory comment.

Tabloid No. 4 was presented during the banquet on Thursday evening. In a most entertaining and humorous way, groups and individuals presented striking contrasts between the typical physical education performance of 1885 and that of 1935.

The climax of this number was the dance by twelve-year-old Shirley Eckl which was especially dedicated to the golden anniversary. Costumed in gold and dancing with an artistic grace approaching child perfection, this number symbolized the progress made in physical education in the past fifty years.

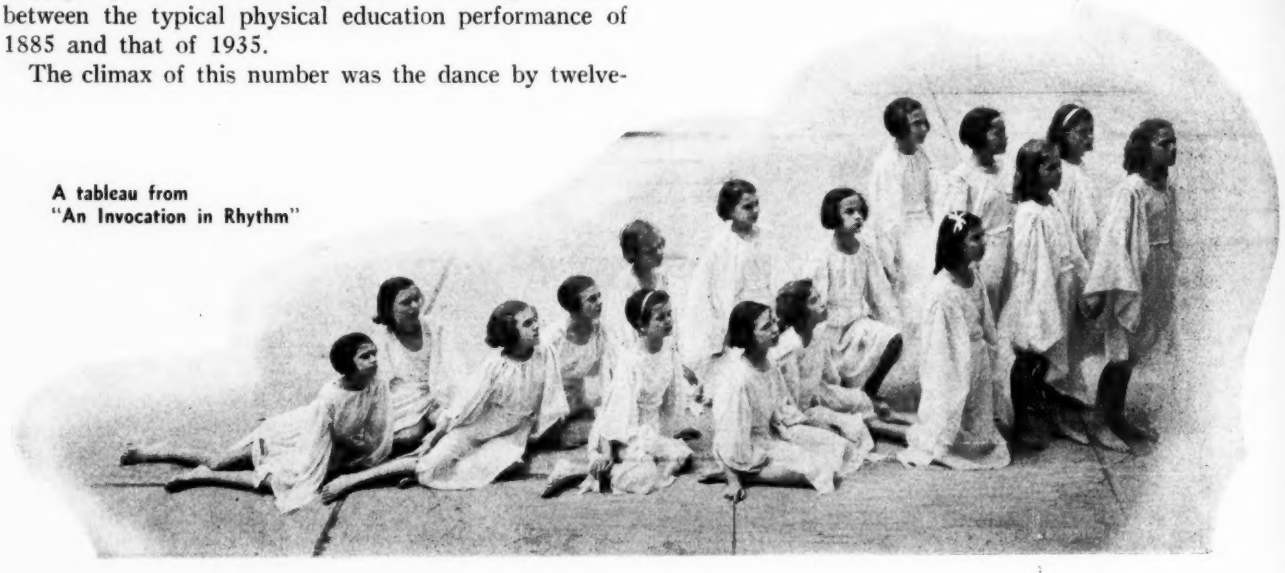
Tabloid No. 5. Preceding the Dance Section on Friday afternoon, a group of junior high school boys (all colored) presented, in the form of a drill, a complete range of recreation and athletic activities included in their program of physical education. This was the only "drill" number on the program, but was so well done from the standpoint of technique and enthusiasm, that it won hearty recognition.

The boys' number was followed by several negro spirituals, well sung and pantomimed with typical religious fervor, by a group of colored girls from the same junior high school.

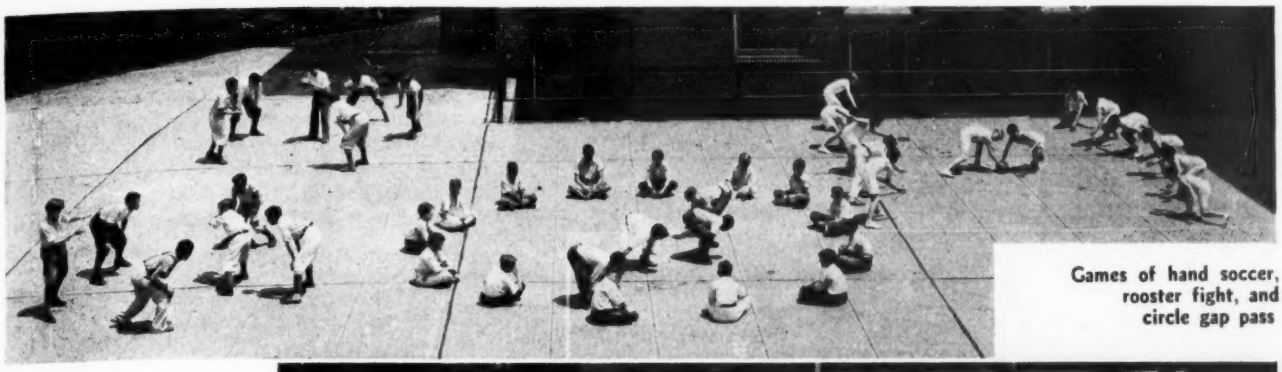
The "spirituals" were followed by a characteristic cake walk, from which the group formed for a series of individual and couple tap-dance numbers, all excellently done, though with a degree of "abandon" not counted on by their instructors.

Tabloid No. 6 was presented before the general session on Friday evening and consisted of two parts:

1. "The Spirit of Strength" was done to a Chopin Polonaise by a group of seventh and eighth grade boys. The movements used in this number were of a type used in our own exercise periods. The most outstanding thing regarding this number, aside from its general excellence, was the earnestness and enthusiasm of the boys themselves in interpreting the idea of physical and spiritual strength through rhythmic movement.

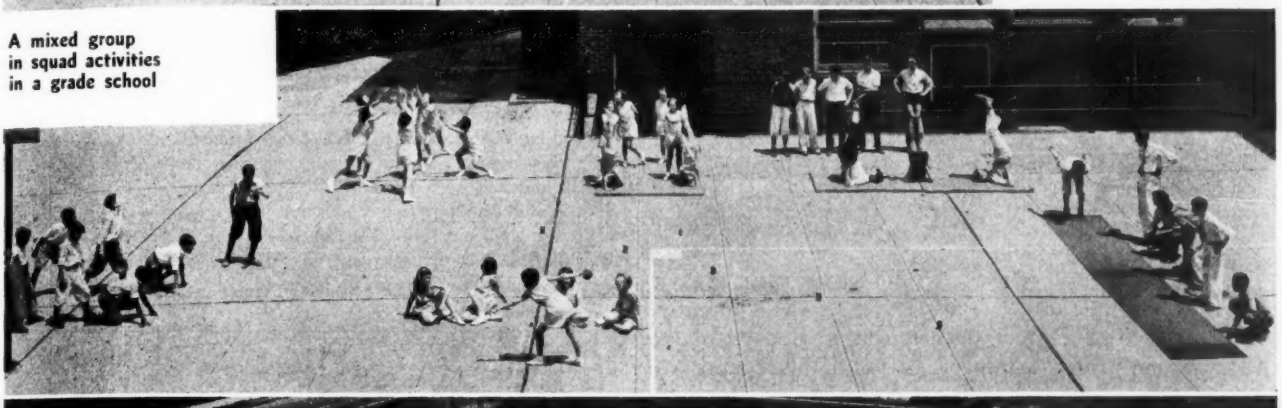


A tableau from "An Invocation in Rhythm"



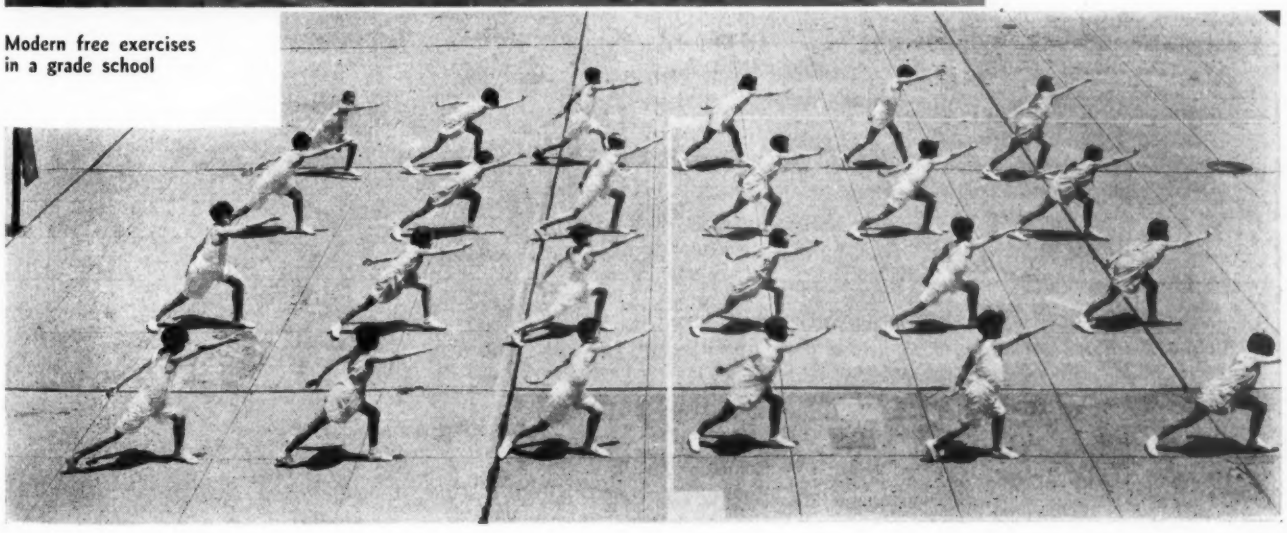
Games of hand soccer, rooster fight, and circle gap pass

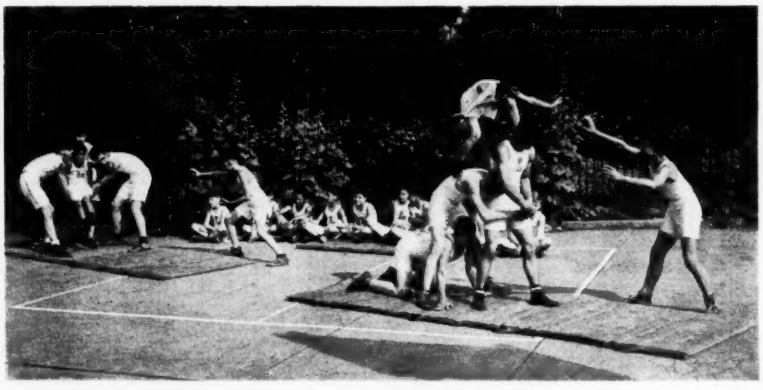
A mixed group in squad activities in a grade school



Recreational activities in a grade school showing shuffleboard, volleyball, paddle tennis, tenekoits (deck tennis), and hand tennis

Modern free exercises in a grade school





A group of stunters in a grade school

2. "Crescendo"—performed by seventh and eighth grade girls, to a group of Shubert waltzes—was composed of a series of movements also typical of our free exercise program and so arranged as to interpret all that is implied by "Crescendo."

* * * *

It was a source of keen satisfaction to the Committee to learn of the action of the Legislative Council of the A.P.E.A. on Friday afternoon in voting their approval of our tabloid and cross-section demonstration by resolution.

The following quotation from a letter received from our President, Mr. Hinman, was a further source of gratification:

"The reports which came to me concerning these demonstrations indicate that the people in attendance enjoyed them very much and gained a better knowledge of what can be done in this field. The fact that your demonstrations did not slow up the other part of the program is noteworthy."

Two Games from the Pittsburgh Demonstrations

THE two games described below were used in the Cross-Section Demonstration of Elementary School Activities presented before the Public Schools Section at the Pittsburgh Convention. They are both games with unusual values in developing skills and facility in handling a basketball or other inflated ball.

Basket Endball

Endball is one of the best games ever devised for introducing players to some of the intricacies of team work and advanced ball play. The practice which it gives in throwing, catching, guarding, scoring, the observance of rules, and attention to fouls, makes it an admirable training for the more complicated games, and should be used as a preparation for them.

Basket endball is endball plus the added interest due to the opportunity to score two points "shooting a basket" following a successful catch by a baseman.

Rules

Ball.—A regulation basketball for match games for 8th grade schools and a No. 7 health ball for 6th grade schools. Otherwise a soccer ball or other inflated ball according to size and age of the participants may be used.

Court.—An ideal court is thirty feet by fifty feet (See diagram.) When necessary to use a longer or shorter space accommodations must be made.

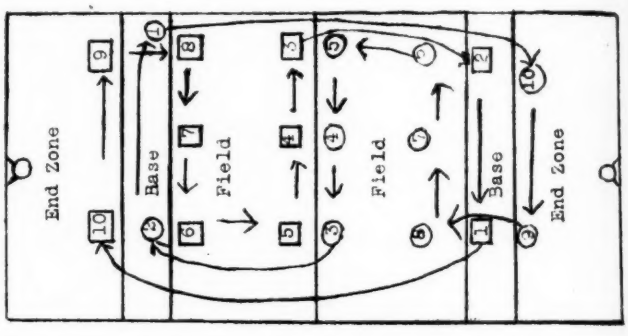
Note: Where the length of the play room permits of a regular endball court only, the base shall be used as an *end zone* and a new base area made by drawing a line across the court in the *field* area parallel to, and three feet from, the new end zone. Where the floor is so long as to make the distance from the "base" to the backboard more than twelve feet, the field width may be increased or the "base" widened by six inches to twelve inches or both.

Players.—Ten players shall constitute a team in an interclass or interschool game divided as follows: two basemen, six fielders (three forwards and three guards), and two end-zone players.

Length of Game.—The time of play shall be two fifteen-minute periods with a five-minute intermission between periods. At the beginning of the second period the teams shall exchange goals, the individuals retaining their same relative positions.

Scoring.—A successful catch by a baseman, either from a direct pass, from a bound pass, or from a roll (even though the ball is touched by a fielder) scores one point. A successful basket goal scores two points. A ball received by a baseman from the end zone shall not score, but the baseman may try for a goal.

When a baseman recovers the ball following a try for goal (whether missed or made) either of the two basemen has the



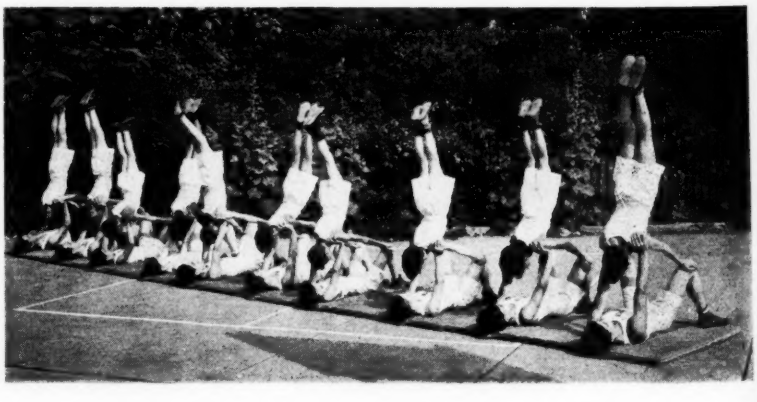
right of a try for goal. In case of rotation following a goal the try shall be made by the baseman who remains.

Positions Numbered.—Each position shall be numbered. (See Diagram.)

Rotation.—Rotation shall be a serpentine movement in which all players advance one position except number "1," who passes to the rear and takes the place left vacant by number "10." Rotation shall take place: (1) whenever that team scores a basket; (2) whenever a team accumulates three points from successful catches by the basemen. When a third point is made by a pass

(Continued on Page 62)

Grade school performers



Physical Exercises in Cardiac and Metabolic Diseases

By

PETER V. KARPOVICH, M.D.

Springfield College

A CERTAIN antagonism exists between physicians and physical directors in regard to the use of muscular exercises in the case of disease.* The doctor is inclined to prescribe a rest and the physical director is tempted to suggest exercise.

This is natural. The doctor dealing mostly with sick people is thoroughly convinced that a rest is essential for a complete recovery. The physical director dealing usually with healthy people, is deeply impressed with the invigorating effect of the muscular activities and believes that they have a great curative power.

We are all familiar with the "sweating-out" treatment of the common cold with the help of some energetic exercises. It is easy to secure testimonials showing the apparent efficacy of such a treatment. Yet there is a great deal of doubt that this treatment is responsible for the cure. Moreover, one is inclined to question the sanity of a man who coughs and sneezes in a crowded gymnasium, trying to cure himself and probably infecting the others.

The fact that an antagonism exists between physicians and physical directors does not mean that it should continue forever. We know of many instances of happy cooperation, a situation which augurs a better supervision of health education. All depends on mutual understanding.

There are many situations where a physician alone is helpless, but with the help of a physical director he can do much. This is true especially in school work.

Suppose a school physician finds an organic heart defect in a pupil. What can he do about it? Condemn the child to a complete inactivity? This is certainly not the best solution of the problem and may do more harm than good. The child may become a mental invalid and afraid of any effort. The normal development of the child may be stunted.

Cardiac Diseases

In dealing with the cardiac diseases we should remember that the organic defects of the heart cannot be cured. A defective heart has a lessened endurance and yet, as Dr. Paul White has justly remarked, a person with a valvular lesion may become more physically fit than a man leading a sedentary life.[1] Sometimes no definite diagnosis can be made and the subjects are referred to as having "weak hearts." These cases require particular attention. On account of the indefiniteness of the symptoms one is inclined to classify them as normal and give them a normal amount of work. If the diagnosis has not been correct, which may easily happen in such a case, no evil will result. If correct, overwork will aggravate the existing symptoms. After strenuous work in the latter situation a dilatation of the heart may develop, which after repetition will bring about the so-called athletic heart. Miss J. Rathbone has given a new and proper slant to this much abused term by referring to it in quotation marks.[2] It may develop without any participation in athletics and may have no more to do with athletics than "athlete's foot."

The physical exercises in cardiac cases have three functions to perform: to restore a better organic functioning of the circulation, to increase the general vigor, to improve the mental condition of the subject. (Stafford[3])

We are apt to forget that although the heart furnishes the main propelling power for the blood circulation, nevertheless the muscular movements in general provide an accessory mechanism for the furthering of the venous and lymph flow. During muscular contraction the vessels are squeezed and then the pressure is released. This "milking" action promotes the circulation.

The Swedes were probably the first people to use methodically muscular exercises in the case of even bedridden patients. The use of graded exercises for convalescents is also of great importance as a protective measure for the heart. Dr. F. Brush of the Burke Foundation Sanatorium at White Plains has contributed a great deal to our knowledge in this field. He gives to all of his patients graded exercises ranging from working with a jig-saw to playing golf on a small level course. The results of many years of this practice are very encouraging. The famous Örtel's system or terrain cure for the cardiac patients has also been used abroad and in this country. It consists of slow walking on a series of graded inclined planes. The amount of walking and the degree of the slope are gradually increased.

When a heart defect becomes stabilized, a rest period of six months after the disappearance of the acute symptoms, (Brown[4]) is advisable before the subject is allowed

(Continued on Page 48)

* Abstract from the address given before the Therapeutics Section of the American Physical Education Association Convention, April 21, 1934, at Cleveland.

[1] P. White, *Diseases of the Heart*, New York: Macmillan Company, 1931.

[2] J. Rathbone, *Corrective Physical Education*, Philadelphia: W. B. Saunders Company, 1934.

[3] G. T. Stafford, *Preventive and Corrective Physical Education*, New York: A. S. Barnes & Co., 1928.

[4] W. Brown, M.D., JOURNAL OF HEALTH AND PHYSICAL EDUCATION (April, 1934).

Today's Challenge to Health and Physical Education

By

JESSE FEIRING WILLIAMS, M.D.

Professor of Physical Education,
Teachers College, Columbia University

THESE are challenging days.* But all persons are not aware of the dare presented to those who have in their hands the making of policies. Everyone can not sense this living drama. The old women knitting in the shadow of the bespattered guillotine were scarcely aware of the birth that issued from that bloody blade, and knitters of various kinds are today quite impervious to the play of forces upon the human materials of man. Perhaps it is sufficient if there are some who sense the challenge, for they who find answers to difficult problems are not merely good scholars; they are also good examples for many to imitate in their moods and attitudes. Happy the nation that possesses persons who can be imitated; they are more surely harbingers of blue skies ahead than red robin himself, who if he has anything to announce, must avoid flying north in December and must abide with the seasons. It is the simplest matter of common sense, that whenever a kind of life becomes for anyone an adventurous and satisfying living, then that life is significant not only for him who lives it, but also for him who is fortunate enough to observe it.

These days are challenging, then, partly because of the problems raised and partly also because of the proposals for human health and happiness that emerge. Despair alone is not provocative of much, except weeping; and in the final agony of one's defeated hours, the head rises to ask for mercy rather than to meet the blow. When Scott and his brave comrades faced the inevitable end of their long fight with nature at the South Pole, the challenge passed out of the picture. Thus one may be submerged by the magnitude or intricacy of the problem, but whenever there appear to be answers to the questions, reasons for the causes, and meat for the hungry, then man is challenged to discover what nature has to say. Hence, I repeat, these are challenging days.

MUCH of the current discussion of the social order would lead the casual student of life to believe that the central problems were economic and that only an adequate plan for the distribution of wealth or the production and consumption of goods is needed to guarantee to man immediate satisfaction with his world. Faith in the power of economic security to provide peace and contentment is widely believed and, to these of this faith, nothing seems more certain than the dogma that economic motive and economic security are fundamental to any satisfactory solution of man's incessant search for happiness.

We are not singing today that life is just a bowl of cherries. Competent observers of international affairs assert that Europe is having an attack of nerves and there are many who diagnose the sluggishness of our national economic life as due to lack of confidence. People today are not happy, energetic, and satisfied with life. There is no doubt about the disillusionment that prevails. But the condition of things is not new. The pessimism of philosophers, the wistfulness of poets, the aspirations of missionaries come out of the past with a realistic sound. Jeremiah proclaimed that in forty days Nineveh shall be destroyed, and our modern pamphleteers sing the same song—agony, despair, catastrophe. The present agitation for a new social order, the visions of those who think they see beyond the horizon, and loudly proclaimed panaceas that appear, might be interpreted as an awakening of man to new needs, a birth of dawn long delayed by night, a penetration of conditions that until now had been obscure. It is, of course, obvious that the present discontent of civilized man is discontent with civilized life and its living, and that the various proposals for its abatement are not fundamentally aimed at social or economic systems, however largely these enter into the picture. In other words, whether our modern Jeremiahs know it or not, the fight is not for wealth or goods but for a kind of life that promises to yield to him who lives it, health and happiness.

In these days of distress and concern we are apt to believe that the present is the worst of all possible times, and in our eagerness for a better world to live in rather than for better living in the world set for ourselves plans by which we are to escape to a fairer future. Thus hope builds, and castles in Spain grow overnight out of the swamps of our discontent to the mountains of our aspirations.

It is naïve indeed for us to believe that the whole problem confronting American life is economic or that the disillusionments of this day find their sure source in the maladjustment of wealth, the failure of private industrial management, or the persistence of the profit motive in business.

THE STRUGGLE for happiness is eternal and the history of civilization is replete with the labors of man to find a short route to India, to discover a formula for saving his soul, and even to create Utopias where

* A paper presented before the Southern District Physical Education Association Convention, April, 1935, at Atlanta, Georgia.

dreams will come true. If wealth were leveled today it would make no genuine difference in human health and happiness. I am not disposed to argue for the senseless tyranny by which greed takes more than it can use, nor to approve the social casualness that permits the resources of the nation, both human and natural, to be exploited by a few, but on the other hand, I cannot get greatly excited about the heaven on earth that is supposed to result from the elimination of poverty, two cars in every garage, and a chicken in every pot. I am reminded as I read history that, over the centuries and through them man has been endlessly engaged in this age-old struggle for realization of the drives and purposes within him. We are apt to see facts, even historical facts, not with our eyes, open to conviction, but with our prejudices. And yet I would refer to the past.

Need I remind this audience that the prevailing mood of despair of the present ignores the past? Even primitive life which usually appeals so strongly to the denizens of the cities was a cruel, dirty, and beastly existence. When we think of Greece, for example, we think of the Parthenon, of Plato and Aristotle, of Pheidippides and his marvelous run from Marathon—but also we must remember Socrates who regarded the body as a prison from which the disciplined mind should escape. This notion, developed by the early Christians, became to them such a conviction that release from the flesh was the only way for happiness. Asceticism in the early Christian Church was in the final analysis an attempt at a new social order. The age-old struggles for political liberty, the religious wars of Europe, the rise of democracy—even the fighting of a World War to conserve democracy—these are all evidences of man's search for a new social order. Our modern frontier thinkers shoot at similar targets although they "nock" their arrows differently.

No one can raise questions about the efforts of moderns to create a new social order without running the risk of being called a Bourbon, who never learns anything; and labelled a reactionary who never forgets himself. I wish to declare my complete devotion to modern scientific study of society and my faith in the possibilities of man to secure better living in this world. I am not disposed, however, to accept at face value many proposals. It is sometimes argued that our modern social planners are realistic and are dealing with the facts of life as revealed by science, but no statesman—not even a dictator—can completely control forces that bear upon human materials. A combination of New Deal in caring for the unfortunate and *laissez-faire* in procreation and development is obviously absurd, as Dean Inge suggests, and we shall need to learn a great deal more about communism under Stalin, fascism under Mussolini, and Louisiana under Huey Long before we can compare their products with those of democratic institutions. We have done here in America what no race, no nation, had dared to try before us. We have demonstrated that without a king, without a dictator, without a *Reichs führer*, without a state church—a nation of free men may be builded. Because the job is partly done, because there are those who have shirked when the load is placed upon them, because there is crime, and greed and inequality still after over two thousand years of Christian ethics, there are those goose-skinned persons who would take the hand from the plough and say, "Give it up! We want another basic plan."

WHAT I wish to point out are two quite obvious conclusions: one is that the evidence is lacking, that faith in democratic institutions to promote human health and happiness is futile. The other is that even apparent social successes may still leave man in need of experiences that make his life truly significant. In support of this second conclusion may I read a paragraph or two from a book that all teachers a few years ago knew as a familiar friend. I refer to those lectures by William James, entitled *Talks to Teachers on Psychology, and to Students on Some of Life's Ideals.*[1] In the lecture, "What Makes a Life Significant," the distinguished author comments upon a visit he made to Chautauqua. He writes,

"A few summers ago I spent a happy week at the famous Assembly Grounds on the borders of Chautauqua Lake. The moment one treads that sacred enclosure, one feels one's self in an atmosphere of success. Sobriety and industry, intelligence and goodness, orderliness and ideality, prosperity and cheerfulness, pervade the air. It is a serious and studious picnic on a gigantic scale. Here you have a town of many thousands of inhabitants, beautifully laid out in the forest and and drained, and equipped with means for satisfying all the necessary lower and most of the superfluous higher wants of man. You have a first-class college in full blast. You have magnificent music—a chorus of seven hundred voices, with possibly the most perfect open-air auditorium in the world. . . . You have kindergartens and model secondary schools. You have general religious services and special clubhouses for the several sects. You have perpetually running soda-water fountains, and daily popular lectures by distinguished men. You have the best of company, and yet no effort. You have no zymotic diseases, no poverty, no drunkenness, no crime, no police. You have culture, you have kindness, you have cheapness, you have equality, you have the best fruits of what mankind has fought and bled and striven for under the name of civilization for centuries. You have, in short, a fore-taste of what human society might be, were it all in the light, with no suffering and no dark corners.

"I went in curiosity for a day. I stayed for a week, held spell-bound by the charm and ease of everything, by the middle-class paradise, without a sin, without a victim, without a blot, without a tear.

"And yet what was my own astonishment, on emerging into the dark and wicked world again, to catch myself quite unexpectedly and involuntarily saying: 'Ouf! what a relief! Now for something primordial and savage, even though it were as bad as an Armenian massacre, to set the balance straight again. This order is too tame, this culture too second-rate, this goodness too uninspiring. This human drama without a villain or a pang; this community so refined that ice-cream soda-water is the utmost offering it can make to the brute animal in man; this city simmering in the tepid lakeside sun; this atrocious harmlessness of all things,—I cannot abide with them. Let me take my chances again in the big outside worldly wilderness with all its sins and sufferings. There are the heights and depths, the precipices and the steep ideals, the gleams of the awful and the infinite; and there is more hope and help a thousand times than in this dead level and quintessence of every mediocrity.'

[1] William James. *Talks to Teachers on Psychology; and to Students on Some of Life's Ideals*, pp. 268-272. 1900.

"Such was the sudden right-about-face performed for me by my lawless fancy! There had been spread before me the realization—on a small, sample scale of course—of all the ideals for which our civilization has been striving; security, intelligence, humanity, and order; and here was the instinctive hostile reaction, not of the natural man, but of a so-called cultivated man upon such a Utopia. There seemed thus to be a self-contradiction and paradox somewhere, which I, as a professor drawing a full salary, was in duty bound to unravel and explain, if I could.

"So I meditated. And, first of all, I asked myself what the thing was that was so lacking in this Sabbatical city, and the lack of which kept one forever falling short of the higher sort of contentment. And I soon recognized that it was the element that gives to the wicked outer world all its moral style, expressiveness and picturesqueness,—the element of precipitousness, so to call it, of strength and strenuousness, intensity and danger. What excites and interests the looker-on at life, what the romances and the statues celebrate and the grim civic monuments remind us of, is the everlasting battle of the powers of light with those of darkness; with heroism, reduced to its bare chance, yet ever and anon snatching victory from the jaws of death. But in this unspeakable Chautauqua there was no potentiality of death in sight anywhere, and no point of the compass visible from which danger might possibly appear. The ideal was so completely victorious already that no sign of any previous battle remained, the place just resting on its oars. But what our human emotions seem to require is the sight of the struggle going on. The moment the fruits are being merely eaten, things become ignoble. Sweat and effort, human nature strained to its uttermost and on the rack, yet getting through alive, and then turning its back on its success to pursue another more rare and arduous still—this is the sort of thing the presence of which inspires us, and the reality of which it seems to be the function of all the higher forms of literature and fine art to bring home to us and suggest."

SO WHEN I contemplate the program of health and physical education in this modern world I am forced to remember the long struggle of mankind to find happiness; I am disposed to put aside any incipient disposition to become a missionary in *saecula saeculorum* or fired by a zeal that comes from devotion to a cause to find in this area of human effort the open sesame to a better world. This same reflection leads me to look appraisingly upon schemes for the elimination of poverty, and to regard with considerable distrust those who have a sure formula for the tangled mass of social data that confronts us. I should be less than I ought to be with respect to my education and experience, if I did not attempt to point out what part health and physical education can play in this search of the modern contemporary for his soul.

Go back with me, if you will, some millions of years and consider in imagination simple forms of life. Whether we examine unicellular types or multicellular ones we see a correspondence between the organism and the environment. Two principles operate: self-preservation and preservation of the species. In obedience to the first principle the organism is forced day after day to use all its functioning mechanisms. If for any reason it is unable to do this, there is no society or government at hand to save it from the consequences, and to thereby weaken its ability to adjust and meet the situation. The picture presented, however, is one of *complete* activity of the *whole* organism with respect to the forces of the environment that bore upon it.

Now this process of adaptation and adjustment, of action and reaction continued for millions of years. With man, and more particularly civilized man, a new emphasis appeared. For countless years, the *whole* organism *had* been responding; *now* increasing demands are made upon what is called *mind* and the demands upon what is called *body* are sharply lessened. This emphasis has been accelerated particularly since the industrial revolution and the development of the machine age or the age of power. It is interesting to note that some economists and some sociologists who know little of the biological aspects of life should ascribe to wage schedules, hours of work, and the profit motive, all the social disharmonies that inflict themselves upon us—the records of crime, the distorted emotions and unbalanced behavior of moderns, with over 50 per cent of our beds in the hospitals of this country occupied with persons suffering from mental and nervous disturbances—I say it is little less than amusing that those who are supposed to interpret social phenomena have given so little thought to the possible effect of this unbalanced education of man as a prime factor in the social distortions that occur.

Of course there have been those who have pointed out the dangers of neglecting the physical but in the main their proposals have been partial and limited. At all events many have been led to believe that exercise of the muscles would meet the demands of the situation and hence we have had such absurdities as calisthenics for children in schools and radio setting-up exercises, seats of health, pulley weights, and Indian clubs for adults. Unspeakable stupidities! What is needed of course is participation by the *whole* organism in some experience that in *type* and *quality* corresponds to the demands made by the environment upon *all* organisms.

Education today scarcely understands the problem and is still immersed in the futility of determining how much time to give to algebra and how to pronounce "Popocatepetl." Faith is always sublime but merely faith in an educated intelligence may give us social philosophies that reflect bad digestion more than sapience, and social planning that reeks of defense reactions, perverted emotions, and unbalanced nervous systems.

Continued emphasis upon the mental is only one step removed from the cult of spirit that sought escape for the soul by degradation of the body. We need to revive, even at the risk of being called pagans, the delights and integrations of the individual that depend upon situations in which the whole individual vigorously reacts to challenges of the environment. Tolstoi sees this need in his *War and Peace* as the hero, Peter, the richest man in the Russian Empire, learns the lesson in his captivity during the French invasion. Tolstoi writes:

"Here only, and for the first time, he appreciated, because he was deprived of it, the happiness of eating when he was hungry, of drinking when he was thirsty, of sleeping when he was sleepy, and of talking when he felt the desire to exchange some words. . . . . Later in life he always recurred with joy to this month of captivity, and never failed to speak with enthusiasm of the powerful and ineffaceable sensations, and especially of the moral calm which he had experienced at this epoch. When at daybreak, on the morrow of his imprison-

(Continued on Page 62)

School Health Education on the Job

Current Problems and Present Practices

By

ANNE WHITNEY

Director of Educational Service, American Child Health Association

THESE observations of "School Health Education on the Job" are admittedly those of an observer of others, others who are actually wrestling with the real and difficult job of trying to make school health education a living actuality in a community.* It is the point of vantage of observation which may lend these remarks some value to you. Personalities and multitude of details so often obscure issues in individual situations, that an overview of a number of situations may help to precipitate a clearer understanding of *growth trends* and *obstacles to growth* in the job close at hand.

The American Child Health Association is a national group and we are in a position to act in a limited way as a clearing-house on matters related to school health education. The information on which these observations are based has come to us through several channels.

First, from the field observations of members of our staff. In these lean years such field trips have been somewhat restricted in geographic scope. Members of our staff have, however, in the past eight months made first-hand observations in some schools in about twenty states.

The second channel is through individual conferences. Besides such visitors as come to our office, educational meetings have provided rich opportunities to talk over these matters with others interested in this subject.

Rather extensive correspondence with workers in all the states, territories, and possessions of the United States furnishes still another source, as does also careful study of all current articles and available reports which describe school health activities. With all such published material we make a definite effort to keep in close touch.

I am enumerating these channels as I want to make it quite clear that the impressions which I am giving are subjective. They are not based on any one research investigation, although some published and unpublished reports of local or state studies have definitely contributed to the picture.

Do Theories and Practices Lead in the Same Directions?

We are all aware that there is at the present time an accumulation of principles which are more or less accepted as desirable theoretical guides in school health work. One of the most recent group expressions of these appears in the Report of the Committee on the School Child of the White House Conference on Child Health and Protection.

Any interested observer of "School Health Education on the Job in 1935" is struck at once by the way in which some of these expressed principles have taken root and are increasingly influencing and guiding school health procedures. On the other hand, one is also impressed by the definite discrepancies which exist between others of these principles and actual practices.

If we all had Aladdin lamps and, by mere wishing could select the children, choose our surroundings, and have all the facilities we desired, we might be able to live our theories 100 per cent. Even this, however, could only be if we carried on our job in isolation. Otherwise others on other jobs and armed also with Aladdin lamps would continually be raising issues as to which Aladdin lamp had the right of way. To function effectively, not only must every unit of work be of the right size and quality of material but its cogs must also gear into all the other units in the complicated machinery of living.

So, as you well know, in any educational job, the relationships of the particular job to other parts of the whole are probably the most basic factors in determining its effectiveness. This is peculiarly true of school health education which is basically concerned with an intelligent control of the environment and of habits of living in the interests of health. The cogs of school health education must be so geared as to interlock effectively in the total health program of the community.

The final test of our philosophy of health education is whether it offers principles that we can really live by. When we find in actual situations that the odds are against living effectively by these principles, and if they do not tend to develop good working relationships in the total situation, then we must face the question, "Should these principles be made to operate or are there in our individual situations basic social and economic conditions which make some modification essential?"

Trends in Theory and Practice in School Health Education Today

There is strong evidence that, with regard to those factors which make for "healthful school living," theory and practice are at least traveling in the same direction. Theory may be pretty far in advance in some school systems but it is quite evident that the majority of administrators and teachers are making definite progress in terms of more healthful environment and have many of the factors which provide a healthful environment constantly in mind.

Not only is this true with regard to the actual sanitation of the physical equipment but also in increased efforts to make school "an attractive happy place where

* A paper presented before the Health Education Section of the American Physical Education Association Convention, April, 1935, at Pittsburgh, Pa.

children will want to come and to stay." Problems of lighting, seating, and ventilation are being given more serious consideration and action is being taken to make needed changes; facilities for safe drinking water and adequate toilet and handwashing facilities are becoming realities in more schools every year.

The phases of school organization which are apparently causing more difficulty in adjustments for improved opportunity for healthful living are: arrangement of daily schedule to permit desirable time for all to participate in organized activity and in rest and noon periods; and a sufficient time allotment for a well-conducted school lunch activity.

These are problems of administration which are perplexing many school principals. They are the problems of fitting new activities to time schedules already crowded with traditional demands that we are not yet prepared to scrap.

It is encouraging to note, as one aspect of this healthful school living, the attention which a number of schools are giving to over-stimulation. One such study conducted recently not only included activities in school life in its analysis of factors tending toward over-stimulation of pupils, but considered also the factors involved in out-of-school activities and interests.

School report cards are being scrutinized as possible factors contributing to "emotional strain" and revisions of reporting systems in a number of schools are under way.

The "100-per-cent-attendance" pressure is being viewed from a health standpoint and, in some schools, attitudes of personal health efficiency and consideration of others are being deliberately fostered as the more desirable goals.

All procedures aimed at healthful school living have by no means reached the same degree of excellence. But practice seems to be following close in the footsteps of those principles which have been generally accepted as desirable guides.

What About School Health Service?

The provision of satisfactory school health service appears to be a genuine problem which looms large in all directions. Curtailed school budgets have made it necessary to drop numerous school activities. We all know that many considerations must enter into decisions determining which activities shall be sacrificed. But it is more than a coincidence that in all parts of the country the school activities under school health service appear to have suffered. Clinics and doctors were among the first to be released from school service during the depression. Why? If we are quite honest we shall probably admit that it is because these activities were not generally operating in such a way as to make themselves indispensable.

A recent research into the problems of securing correction of defects[1] disclosed that with one hundred cases of extreme dental defects, ninety-eight were recognized on school records but only two had reached the point of being in the process of correction. When ninety-eight cases out of one hundred fail to follow the pathway to correction, then we may well question the effectiveness of our present procedures. This same research raised also definite questions as to whether the best use was being made by schools of the available school medical service. This situation we know is not confined to the school system in which the data was gathered.

If we turn to the White House Conference Report "The School Health Program," we find the following principles suggested with regard to health service:

a) "All school health service should be fundamentally educational in purpose and character."

b) "The extent of curative or remedial treatment in the schools should be determined in accordance with the criterion that all school health service should be fundamentally educational in purpose and character."

c) "School health service should do nothing for the child that can be done effectively by the family, unless it is something primarily for the education of the child or his parents. Remedial and curative work should be left to the family."

School health services, in many places, have quite definitely not followed even the general directions indicated by these principles. This raises at least two questions for thoughtful consideration. Are these principles practical ones for schools to work from under present community conditions?

Have services not functioned effectively because they were built on lines which failed to provide for effective relationships with the other agencies in the community which are involved in supplying health services to children?

We have, wherever there are children, a community problem of providing needed health services whether these children be of preschool age or of school age. It is a problem involving many agencies in the community: the family; those rendering medical services in the community; the welfare groups who are assisting homes unable, for various reasons, to meet commonly accepted family responsibilities; the public health authorities charged with community health responsibilities; and the schools. Has there been perhaps insufficient recognition of the real distinction in function between *school health services* and community health services to children of school age? If so, what distinction should be made and what are the characteristics of a school health service which will fill a community need which it is primarily and peculiarly the function of the educational agency to provide?

Certain it is that there is a big educational job in the pathway to correction which is not being effectively handled. Should the school concentrate on this aspect of health service to children of school age?

It would call perhaps for quite different types of services and a school health personnel which will be rendering health guidance rather than medical services of remedial nature. Would it be practical in our present society to develop a school health service which measures its effectiveness by the number of cases successfully brought to medical attention in the community? The actual correction of the defects would then be the measure of the adequacy and effectiveness of the community medical service to children.

[1] *Physical Defects—The Pathway to Correction*, New York: American Child Health Association, 1934.

Such school health service will require a type of school personnel, skillful in developing effective relationships between the school and the home, between the home and the community medical and welfare services; a personnel that is teaching child and family how to use intelligently the health resources of the community. It would be a health service which is peculiarly the opportunity of the school to render.

The lines of such models are already being experimented with, in individual schools and in certain areas.

Curriculum Problems in Health Education

Certain principles have been widely advocated with regard to the curriculum of health education. I have especially in mind the following:

"Since health is a general objective of education, health education should be the concern of the entire curriculum and is the responsibility of the entire school personnel."

"All activities in the life of the child have aspects in which health is directly and vitally involved. The health education curriculum should be closely interrelated with the child's experiences in the school, the home and the community."[2]

These principles which conceive of health education as guidance in living have in later years taken firm root in many school situations. They are especially prominent in a number of recent revisions of state and city curriculum guides. These are deliberately aimed to help teachers to see the curriculum of health education in all its relationships to school living and to the entire educational program.

There are, however, more conflicting and controversial situations with respect to health instruction than in any other phase of school health education.

Part of this is probably due to a confusion in thinking or to an old habit of thinking of health education as synonymous with health instruction. In certain types of school organization, in the traditional elementary school and in the rural school, it has been possible to integrate health instruction with other subjects in the curriculum and to combine with it guidance in meeting every-day health problems in living. The situation is in the hands of one individual teacher who can easily draw on other related fields of subject matter in giving health instruction. She also can develop richer health understanding as instruction centered in other fields offers opportunity.

Many varieties of such so-called integrated instruction may be seen in elementary classrooms today. These range from units of work involving forced, artificially related teaching to units of work which are centered on real problems and which draw content from those fields which genuinely have something which aids in the understanding and solution of the health problem. I do not think I am over-optimistic when I say that the elementary classrooms of 1935 show an encouraging increase in genuine health instruction of this latter type. They can and are finding the above principles possible to live by.

On the other hand there are evidences in certain city systems of fresh effort to interpret health education as health instruction and to keep responsibility for such instruction pigeonholed in a designated department. Efforts to develop it as a course in the department of physical and health education have been going on for years. Recently certain school systems are attempting the experiment of placing the responsibility for health instruction in the departments of social science or natural science.

Dr. Fredrika Moore, from material recently gathered by a questionnaire study of health education in the schools of Massachusetts, comments that "healthfully speaking, the senior high school student is the forgotten child." Observation and opinions gathered in other states indicate that Massachusetts is probably not unique in this. This leads to the question, can we satisfactorily work from principles which recognize both living and learning as important in health education in those types of school organization which pigeonhole responsibilities?

Handing responsibility for health instruction around from department to department has not yet accomplished what we are seeking. Health instruction may become lopsided when in the hands of any one department as these departments are now set up. Responsibility for the health instruction course has been passed from physical education to science, to home economics, to social science, and back to physical education. If health education is to be integrated in the curriculum, responsibility for health instruction can not be passed along but must be shared, with each department making its unique contribution.

Instruction related to individual efforts in aiding physical growth and development, big-muscle activities, posture, cleanliness of person and clothing, the motivation through interest and appreciation of healthy living as a factor in physical fitness, may come more effectively from physical education. The physiological knowledge which gives conviction and provides factual background for intelligent judgments with respect to health behavior, can perhaps be best given from the department which specializes in science.

It is in these practical situations where our theory of health as an objective of all education does not true up. In these situations we are still trying to handle health education as a subject to be taught in one department.

A coordinating plan has been tried in various schools and cities. In some, this has been developing and has been working effectively over a period of many years. In others, it has been attempted and abandoned. In at least one school this coordinating agency includes not only a representative faculty health council but a student health council with a student committee representative of the student body. This coordinating plan has been working with increasing effectiveness for three years and its leadership comes from the department of physical education. In another junior high school a school health committee has been active for seven or more years. This has been closely associated with a broad guidance program but places most of the instruction in the science department. Probably leadership is not the prerogative of any department but should be determined by the aptitude of the personnel for visioning the needed rela-

(Continued on Page 61)

[2] *The School Health Program*, Report of the Committee on the School Child, White House Conference on Child Health and Protection. New York: D. Appleton-Century Co., 1932.

The American Posture League

By

GEORGE J. FISHER, M.D.

Former President, The American Posture League;
Deputy Chief Scout Executive, Boy Scouts of America

The twenty-first of a series of articles explaining the origin, purpose, and program of national organizations in the fields of health, physical education, and recreation.

THE Posture League was born in a time when there was need for its message and a place for its contribution.* It represented the vision of pioneers in this field who gave to the cause nobly, intelligently, and sacrificially, as is true of the pioneers of every truly great movement.

To the vision and devotion of Miss Jessie H. Bancroft is due the initiation and formulation of the League. She was the seer, the inventor, the genius that brought it into being, and who over a period of years gave to it her devoted application. Associated with her in the pioneering stages were two outstanding personalities. First was Dr. Henry Ling Taylor, a skilled orthopedic surgeon, socially minded, who probably more than anyone else, next to Miss Bancroft, gave practical and scientific direction to the affairs of the League. He supported the movement as liberally as he could and furnished some of the original funds required to make it a success.

The other unique personality who completed the original trio upon whom the League was founded, was Dr. Eliza Mosher, a woman of vision, a confirmed optimist, an inventive genius, and a forerunner of the new type of feminine leadership in the realm of medicine and health education, serving humanity with a religious devotion. She too invested a part of her savings in the League to make it go, and all three made to the League a free gift, never repaid, of half the fees they received over a period of years for lectures, published articles, etc., relating to the general subject of posture, besides the skilled and scientific direction which they gave to the technical affairs of the organization.

The idea behind the movement was unique. It was the first time, to my knowledge, that a group of idealists and skilled technicians endeavored to combine their science with business. They sought on the one hand, to make a welfare movement self-sustaining, and on the other hand, to introduce into the realm of business, humanitarian ideals, to have garments and furniture and shoes manufactured in harmony with the principles of physiology and good posture. To some extent they succeeded and probably far greater than they dreamed or immediately realized, for one discovers the principles of good posture carried over into manufacturing now by firms not related to the Posture League.

The promoters of the League met with two outstanding difficulties, first the divergent views regarding posture and its measurements and treatment among physical educators, differences which were reconciled through the study and research of numerous technical committees; and, second, the necessity for giving contractual use of the League's labels to firms in reference to the manufacture of given articles. This latter situation too, because the League of necessity had to charge for the labels to meet the expenses involved, gave rise to some criticisms on the part of leaders in the realm of posture work.

To keep the scientific work of the American Posture League, and its business interests in handling the label of approval, separate and distinct, the Posture Standards Company was formed, which was the business corporation which handled all the business affairs of the League. This was an ingenious device that worked out excellently for the purposes intended. It was a pioneering adventure.

What these pioneers lacked sufficiently in the early days was strong business advisors. Their committees were made up almost exclusively of educators and advisors skilled in the technique of posture but unacquainted with business.

None of the trio, nor anyone else in the professional groups, profited by their financial investments in the League but I was happy in the fact that before the dissolution of the Posture Standards Company we succeeded in paying back to these three original investors all that they had invested in it, except the free gifts previously referred to.

This trio of idealists, these humanitarian zealots, these indefatigable workers, gave themselves devotedly to the cause; they were intellectually honest, they upheld high professional standards as they broke new ground and entered new fields of professional adventure. They sought to work out a correlation between science and business worthy of far greater results than they were able to achieve in their day.

More recently we find in business the principles they stood for, represented in the laboratory in the business

* An address given at the closing meeting of the Board of Directors of the American Posture League, November, 1934.

DR. ELIZA M. MOSHER,
one of the founders of
the American Posture League

DR. GEORGE J. FISHER,
former President of
the American Posture League

MISS JESSIE H. BANCROFT,
one of the founders and former President of the American Posture League

corporation, which is now becoming a large factor in business among the larger corporations.

What they lacked was the funds to carry out the excellent philosophy for which they stood. They surrounded themselves with a number of devoted men and women, persons distinguished in their respective fields of endeavor. The incorporators in addition to Miss Bancroft, Dr. Taylor, and Dr. Mosher included the following:

Frederick R. Green, M.D.	Joel E. Goldthwait, M.D.
Cornelius S. Loder	E. G. Brackett, M.D.
S. Josephine Baker, M.D.	William H. Burnham, M.D.
Eleanora S. Everhard, M.D.	R. Tait McKenzie, M.D.
Thomas A. Storey, Ph.D., M.D.	

This group was supplemented later by the following who served on the Board of Directors:

Dr. George J. Fisher	Dr. L. LaFetra
Dr. James Porter Fiske	Miss Lillian C. Drew
Dr. John Brown, Jr.	Miss Helen McKinstry
Dr. Percy W. Roberts	Mrs. Lillian M. Gilbreth
Miss Ethel Perrin	Prof. Jay B. Nash
Mr. Frank B. Gilbreth	

The active members on the Board of Electors were:

Dr. Thomas D. Wood	Dr. S. Adolphus Knopf
Dr. Eugene Lyman Fisk	Dr. Irving Fisher

On the Advisory Board we find as active members Miss Alta J. Wiggins, Miss Harriet Wilde and Dr. A. K. Aldinger and Mr. Frank B. Gilbreth.

When Miss Bancroft's health made it necessary for her to conserve her strength I agreed to become the President of the League as a tribute to her work and in an endeavor to solve the administrative problems of the League.

On the one hand we held interesting forums for the discussion of posture principles and methods. The attendance at these meetings and the constant evidence of vitality of the League were always a source of wonder to me. Then, too, the educational material issued by the League, its pamphlets and posters on posture, the posture pins, etc., continued to be much in demand and for these there is still a considerable call.

On the other hand I made some consistent and systematic efforts to secure funds for the League over a period of years so as to enable it to strike out on an extensive basis. The work of the League was presented to a number of foundations and to a considerable number of individuals from some of whom I secured fairly large sums for other purposes, but all to no avail. It seems that the combination of the scientific and business elements did not appeal to philanthropists, or philanthropically inclined foundations.

If we had had someone who could and would have given himself to the business side as devotedly and as unselfishly as did this trio of founders to the technical aspects of the League, undoubtedly the business end of the League would have extended greatly. In fact I believe that even yet it could be made, with some modification of its past business procedure, a successful business adventure, or rather, for it always was a success, a very comprehensive business affair.

But in the judgment of those in charge of the League and its destiny, the original need for the League no longer obtains. It has completed its task. It has done its work. It has made a vital contribution to scientific thought and practice in its field.

It is well to bring to an end a career when at its height rather than to have the agency rust out or succumb to inanition. How few leaders are willing to do this. The manner of the discontinuance of the League is as much a mark of statesmanship as its origin.

The Posture League has had a glorious history. All praise to its founders, to their faith in an ideal and for their conquests in the prosecution of that ideal.

A Program of Tests and Measurements for the Public Schools

By

C. H. McCLOY

State University of Iowa

A FEW years ago, in the early days of measurement in physical education, little use was made of tests in this field.* It is probably well that we, as a profession, were conservative in this regard. Extravagant claims were made for some of the earlier tests, but their uses were neither well understood nor clearly differentiated.

In the last ten years, a large number of tests has been developed. Many of these have not been validated with sufficient care, but an increasingly large number are coming to be recognized as having a real and relatively specific usefulness.

A test is useful in education only if it helps the educator to serve his pupil better. The specific usefulness and limitations of each test should be known and it should be used only for the purposes for which it is adapted.

Tests for Research

Tests and measurements serve two general purposes. This first purpose, usually stated last, is for research in the field of the improvement of our professional program. Relatively few of us will use tests for research purposes, but it is through such objectification of the measurement of performance that really scientific progress is made possible. Experimentation, based upon sound scientific knowledge and upon careful thinking, is validated only when results can be accurately measured and when complicating factors that are irrelevant to the study can be measured or held constant. The teacher who is capable of doing satisfactory research, both by aptitude and by training, needs no instruction here, so I shall quickly pass to the second purpose—the use of tests for the improvement of the teaching procedure. I hope that the rather optimistic tone of the rest of this paper will not lead you to think that all of the needed tests have been devised. For research purposes, we need many more and much better tests of achievement, especially in the field of the major games and in the dancing skills, and in the area of motor and sensory rhythm.

Tests for the Organization, Administration, and Supervision of Instruction

My observation would lead me to venture the opinion that relatively few teachers of physical education in the schools function as educators at higher than a 35 per cent level. Most of the programs are ungraded; there is far too much duplication of teaching material from year to year; classes are badly sectioned or not sectioned at all; there are no widely used standards of achievement, and the existing standards are not correlated with the individual differences in the innate capacities of the pupils; there is a poor motivation of the program; almost no diagnosis of the causes of individual deficiencies; the grading and promotion systems are subjective and inadequate; and most of our progress is by trial and error. Most of these teachers could easily function at a 70 per cent level—and in some well-supervised school systems, they do. This would be, if my opinion is at all in accord with the facts, a 100 per cent improvement. From the 70 per cent level on up, improvement is more difficult. Conditions need to be excellent, and the price paid for each additional per cent of improvement as one approximates perfection is increasingly high. One reason for the existing conditions is that most physical education is taught as *mass activity*, and not as an *individual application* of method.

The trend of the modern school that has contributed most to progressive education is a relative individualization of attention to the capacities, present abilities, and needs of the individual pupil. To do this under the conditions of large classes and crowded schedules necessitates accurate measurement and the knowledge of their results, without which really high grade technological improvement is most difficult of attainment. We demand accurate rulers for our carpenters, compasses and sextants for our mariners, thousandth-second clocks for our psychologists, precision instruments for our surveyors—but permit mere guess work on the part of our teachers.

The second and the major purpose of tests and measurements is therefore to assist in the adequate organization, administration, and supervision of instruction, in such ways as will help remedy these shortcomings; to assist us, in short, to a better knowledge of our pupils. I should like to outline a few of the major functions of measurement in this field before passing to a consideration of the tests themselves.

I. Measurement for the Determination of the Pupil's Innate Capacities

This may be in respect to certain specific phases of such capacities, usually measured by one test, or by several that are of the same type and for the same purpose. When tested in this way, the results may frequently be used either for the diagnosis of the causes of performance disabilities, or for the prognosis or prediction of as-yet-undeveloped and still latent abilities. It is frequently useful to combine several tests designed for the

* A paper presented before the Public Schools and Administrative Directors' Sections of the American Physical Education Association Convention, April, 1935, at Pittsburgh, Pa.

measurement of specific abilities into one general battery for the measurement of general innate motor capacity. The records of the separate elements in the battery may always be interpreted separately. This use of motor tests corresponds to the use of the best intelligence tests in mental education, both for the purpose of determining the general development of motor function, and for the determination of relative innate strengths and weaknesses. Before a teacher can serve the pupil to the best advantage, he should know the innate capacity of the pupil.

II. Tests for the Measurement of the Present Ability of the Pupil

Again the measurement may be of one specific ability or of a group of such abilities, which we might call *general* motor ability. Although these abilities are limited by innate capacity, we need to know to what extent of his capacity the pupil has developed. Thus it is proposed that we use quotients of *ability relative to capacity* rather than of ability alone. The Physical Fitness Index of Rogers[1†] and the author's Athletic Quotient[2] closely approximate this, except that the norms upon which these indices are based are anthropometric measurement averages rather than actual measurements of the *innate capacity* of the individual himself. These tests are more appropriately used for motivation and for measurements of *absolute* ability.

Appropriate combinations of general capacity and ability tests are probably the best device for sectioning, and when the two are properly equated, are the most objective basis we now have for grading and promotion. For this purpose they are not entirely adequate because our measurements of certain technical skills are as yet not sufficiently objective. The combination of these two types of tests tells us how good the pupil is for his potentialities and permits us to serve him and guide his development more effectively as an individual.

Standard tests of pupil performance in physical education should, where possible, be equated to innate pupil capacity. It is not so simple as yet to do this for the more subjectively judged technical skills. It is likely that this problem could be solved with a little more study, and a number of such studies are now under way. Other forms of standard tests equated to age and size but not to capacity are of real usefulness, both for the measurement of pupil progress and for the motivation of practice. Tests for this last purpose are often informal. Standard tests are preferable, however, and should be utilized where feasible, as they offer possibilities of comparison, competition with others, and other advantages that make them much more useful than the spontaneously devised tests so frequently utilized.[3]

III. Tests for the Diagnosis and Measurement of Teaching Efficiency

Again, these are usually the same tests and test scores mentioned above, but they are used in a different way. A study of test results for this purpose will be of great value to the studious teacher who is trying to better his level of instructional ability or to the supervisor who is trying to diagnose the difficulties and shortcomings of his staff for the purpose of improving instruction.

Thus far I have merely tried to establish the indispensability and general uses of tests and measurements in progressive and scientific systems of physical education. The next question that must be answered is: What tests shall be used? In attempting to answer this question, I shall suggest those tests that seem to me to be the best. These judgments are based upon studies that have been conducted by the various research students in this field, and are in most cases buttressed by scientific evidence. However, my opinions as to their relative values differ in some cases from the opinions of others who are quite competent students in this field.

Suggested Tests for Use in the Administration of a Program of Physical Education

Some time ago, I published a statement of the status of tests and measurements in physical education at that time. That paper together with its bibliography may be consulted for more detail than can be crowded into this paper.[4] I shall not recapitulate the details of such tests, as all of you will have access to that publication if you wish to pursue the subject in greater detail. I shall, on the other hand, endeavor to organize the tests as it seems to me advisable and feasible and to present a program that is practical in the schools.

The execution of such a program assumes, of course, that the teachers are familiar with the tests and are trained in giving and interpreting them and in making constructive use of the results. This will not always be the case. Any supervisor can, however, conduct a training class and impart the essential knowledge and skills to his group. Any supervisor who does not know how to do this is in much the same position as a doctor who does not know how to make a blood count—he needs to go to summer school.

Organization of the Testing Program

It is suggested that the testing program can and should be organized so that certain of the tests will be given only every three years. Others will be given once or twice a year, some of them seasonally according to the sport to which the test is related.

I. TESTS TO BE ADMINISTERED EVERY THREE YEARS

It is perhaps best to give these at the beginning of the fourth grade, the seventh grade, the tenth grade, and at the entrance to college. Or it may be desirable to administer them at the end of the grades just preceding these in order that the records may accompany the pupil and guide the instructor of the next school unit and assist him in placing the pupil without delay in the group to which he is best adapted. The tests I suggest should be given in this way are as follows:

1. *The Sargent Jump.*[5,6,7]—This is primarily a test of the individual's available horse power as related to his size or weight. It is particularly significant in the pre-

† Numbers refer to bibliographical references at the end of the article.

diction of athletic ability, and potential velocity of movement.

2. *Some Tests of Motor Educability.*—Three fairly good ones are available: the original Brace Test,[8] the Iowa revision of the Brace Test,[9] and the Johnson Test.[10] The last of these is probably the best to use in a school system which employs stunts in its general program. Any of these tests measures rather accurately the ease with which an individual learns new skills.

3. *What Is Called the Burpee Test.*[6]—This is a test of large-muscle coordination and supplements the tests of motor educability.

These three tests for both sexes, in combination with the *Classification Index*[2] for boys (see below) are organized into a battery which measures rather well the *General Motor Capacity*[5,6] and can be interpreted in the form of a *Motor Quotient*, which in the motor field is somewhat analogous to the Intelligent Quotient in the mental field. This quotient changes but little and can be taken as practically a constant throughout a period of at least three years.

4. If the teacher is particularly ambitious and has the time and the equipment, it is wise to *measure the pupils anthropometrically* and classify them into types. I have commented somewhat at length about this in another publication,[25] so will not refer to it in this paper.

II. TESTS TO BE ADMINISTERED ONCE A YEAR OR OFTENER

1. *Tests of Strength.*—In my opinion, the strength test is probably the one most important battery of tests to administer. Either the Rogers form[1] or the author's adaptation of it [11,12] are satisfactory to a reasonable degree. If, for any reason, the back and leg dynamometer can not be purchased, the short form may be used, but this is much less satisfactory for girls than for boys. Although these tests need revision and extension, this should not blind us to the importance of the tests as they are. Strength relative to weight and maturity is one of the most important things to develop in physical education. The strength test not only gives the teacher the information he needs concerning the condition of the pupil, but serves as a motivator. In addition to this, when the strength test in the form of the Physical Fitness Index is combined with the Sargent Jump and the Classification Index, it becomes very nearly an ideal predictor of athletic ability.

2. *Classification Index.*—This is age, height, and weight combined into the formula of $20A$ (in years) plus $6H$ (in inches) plus W (in pounds), and is simply a measure of size and maturity. It is of value only with boys. For some reason, it does not apply to girls. This should be computed with boys at the beginning of each semester. With girls, age is of some value up to fifteen and one-half years, but not beyond.

3. *Measurements Involving Body Mechanics.*[13,14,15]—Measurements in this field are notoriously inadequate. The silhouette, the comparison charts, and other more or less complicated devices, all have their advocates. In my opinion, none of them is of particular importance scientifically, but any of them may become quite important as a motivator. I believe that an experienced teacher rating the group for poise and balance, while walking and sitting as well as when standing, will produce a more important index of posture than these more static devices.

In connection with body mechanics I should like to suggest the wider use of some foot-printing device. This has been well discussed by Rogers[1] and by Clarke,[16] and while the standards need further study, they are at least objective and are excellent motivators, and this device, together with some measure or rating of dynamic posture, should be included in the testing or measuring program.

4. *Tests in Track and Field Athletics.*—This usually takes the form of scoring three or four events on some form of scoring table[2,17] and using the sum of the scores as the index of track and field ability. These should be administered twice a year. It may seem that this is an undue emphasis on this type of athletics. The answer is that there is adequate proof that track and field athletics offer about the best battery for testing general motor ability that we have. They include skills or racial activities common to almost all sports, proficiency in which transfers to a very large degree.

In combination with a strength test, these track and field events form a *General Motor Ability* battery[5,6] which when equated against the General Motor Capacity Score[5,6] gives an excellent *General Motor Ability Quotient* which is a sort of achievement quotient that measures the individual's ability *in relation to his capacity.*

In combination with the Classification Index for boys, or age alone for girls, it may be put in the form of an *Athletic Quotient*,[2] which interprets the individual's ability in terms of his size and maturity and compares him with his peers.

Both of these uses of track and field events, if properly organized, are excellent motivators for training and improvement in these events, and seem to me quite fundamental in the physical education program.

5. *Tests of Sports Skills.*[18]—We need to develop more and better tests of this sort and to use them seasonally both for the grading of achievement and the motivation of practice. These should be simple, should be capable of being administered to groups or squads, and as objective as possible. Where it is not possible to measure these skills objectively, they should, in my opinion, be rated. The most commonly used device is to rate them in five categories: Excellent (the best 10 per cent); Good (the next 20 per cent); Fair (the middle 40 per cent); Poor (the next 20 per cent); Very Poor (the poorest 10 per cent). The ingenious teacher will readily think of many devices to help him make accurate ratings. A few are already available.

6. *Paper and Pencil Tests.*[19]—These should be used primarily only in schools offering an adequate amount of time for the physical education program. They may be used to give tests in rules, in techniques, and in health knowledge. With the test-teach-test technique, the teacher can administer objective tests, have pupils exchange papers and grade, and then use the results as the basis of discussion and learning. This type of thing can be

readily overdone, particularly if grades are given, but they have a definite contribution to make.

7. *Character Ratings.*—At present this field is rather poorly organized. Rogers has made some constructive suggestions[1] and the writer has published one test and revised it in mimeographed form, but neither of these has been particularly successful.[20] Further work has been done in this field and will be published soon. In my opinion, the important thing at the present time is not that these tests or ratings of what we usually call character should be particularly valid, but that the teacher should make an attempt to observe individuals and to analyze their strong points and shortcomings. If this is done, it is relatively easy to lift the educational procedure in physical education out of the complacent and rather commonplace broadcasting of activities so frequently seen into a situation in which the *individual* is observed and made the center of attention. These character ratings should be simplified as much as possible and should not be a once-a-year affair, but a constant on-going revision, perhaps recorded in the rollbook under observed fundamentals of behavior.

8. *Cardio-vascular Tests.*—The use of these tests will depend upon the amount of responsibility for health supervision that is thrown upon the teacher of physical education. If the school has adequate medical service, the teacher of physical education will probably have little use for these tests. If, however, as is true in such a large proportion of our schools, medical supervision is either entirely lacking or inadequate in amount, these tests make real contributions. They should in no case be used as a routine, but only as indicated in a few individual instances. There are two commonly used types:

The Pulse-Ratio Test.[21]—This is used by the coach who wishes to determine the athletic condition of a player. It is also used by the teacher when in doubt as to the dosage he should be giving to any individual. It may also be used by a teacher who wishes to check on the probable condition of the heart. Methods for using this test are described elsewhere.[26]

Test of Present Condition.[22]—This type of test was devised by the author and has been calibrated only for the high school ages and above. This test's usefulness is to determine the general present health conditions of the individual, a condition which may fluctuate markedly from day to day. Its primary usefulness in the schools will be to check upon the condition of pupils who have been out of school with illness to determine when they are ready for full participation in either the general physical education program or the competitive athletic program.

III. COMBINATION TESTS FOR CLASSIFICATION

Studies in the classification of girls have seemed to indicate that the Sargent jump together with age up to about fifteen and one-half or sixteen is probably the best single method of classifying for homogeneous grouping that we have.[23] The results are decidedly superior to the use of the strength tests alone.

For boys the weighted strength test or the weighted short form of strength test, both using weight as one variable, seem to be the best ones that we have devised. The Classification Index or the unweighted strength index are about on par, and would come second.[24]

It should be emphasized that any device of this type is simply a very rough screen, even though the correlation with ability be high. Other factors, many of them subjective, affect the performance of an individual. An observing teacher will not hesitate to grade up or grade down individuals who have been classified in these rough ways when he finds it desirable. The present state of research in this field is so incomplete as to render it undesirable in the writer's opinion to attempt to classify by more complicated devices than these suggested.

Administering the Program

This menu of tests looks like a large task, but if organized as an integral part of the program, it will consume relatively little time.

It will have been noted that certain of the tests are given only every three years. In other words, only one class out of three is tested each year. These tests can all be given in two class periods. The strength tests, the Classification Index, the tests or ratings of body mechanics, and feet, and track and field tests should be taken twice a year. This group can usually be administered in not over two class periods if there is a well organized leaders' group, granted, of course, that the equipment is adequate. One can not test a class of two hundred pupils in one class period with one back and leg dynamometer. These events readily slide into the program as a whole and need not be thought of as tests which take time, but as normal physical education activities, just as in the best educational institutions many examinations are used as educational devices, not simply as tests or motivators.

Paper and pencil tests and sports achievement tests should be introduced as the occasion demands, and many of them, particularly some of the mass tests, are simply parts of the regular activity program of which records are kept.

The character ratings do not take time from the teaching, but occupy much of the instructor's thought and cause him to give attention to each individual.

The time taken for cardio-vascular tests is very little indeed, as these will be indicated for relatively few pupils.

If it is necessary to cut down on this program, what would be the best selection? I shall rank the tests I have named in the order of their relative importance, as I see it.

1. *Strength Tests.*—These are of great importance in the evaluation of general condition and ability to live efficiently, but are of less importance in athletics. In connection with these I should add the Classification Index for boys.

2. *Character Ratings.*—The educational direction they give to the program is much more important than their validity.

3. *The Sargent Jump and the Tests of Motor Educability.*—These are simple and give much useful information as to skills and athletic ability. The Sargent jump

(Continued on Page 60)

Effective Supervision in Public Schools

By

RUTH EVANS

Assistant Supervisor of Health and Physical Education, Public Schools, Springfield, Massachusetts

History and Development of Supervision

SUPERVISION in American education developed as the need for it arose.* It had its beginning in the year 1642, when in Massachusetts a state law was passed which gave the selectmen of towns the legal right to organize schools, select teachers, and fix salaries. From this school inspection was developed—first, by town selectmen, and later by school committeemen, which went on for many years and which was really lay supervision. The first school principal was appointed in 1669 in the city of Boston. It was years later, however, before the position brought with it authority or time for supervision of teachers, for those who were school principals carried full teaching loads as well. In 1784 came the start of state supervision with the establishment of the Board of Regents in New York state. The first city superintendent of schools was appointed in 1837 in Buffalo, New York. County supervision followed about ten years later.

Subject matter supervision is a more recent development. General supervisors first became known between 1890 and 1900; and supervisors of music, physical education, art, and home economics appeared on the scene a little later. The city of Springfield, Massachusetts, first appointed a supervisor of physical education in 1902, while the first one in Philadelphia was appointed in 1907.

In the years since 1900 techniques in supervision have undergone tremendous changes. The days are past when supervisors went into the schools with the idea that their main function was to visit each teacher as often as possible, and to ferret out by inspection of pupils' work, those things which the teacher had left undone. When one looks back to the early days of special supervision, one is not surprised that the supervisor was often called a "snoopervisor" or a "stupefier." How distasteful such association must have been to teachers—and how stupid for the people doing the supervising. Many stories have been handed down, which if they are true, surely prove that many teachers regarded supervision with dread and uneasiness. For example, there is the story of the school where each time the nature study supervisor was seen entering the building, the teacher in the room nearest to the entrance started a child on his way to show all the teachers a plant or a twig. In this same school, the presence of the general supervisor was announced by the passing around of a book. There is also the story of the teacher who one day, when she saw the superintendent drive up to the entrance of the school, sent a boy from her room to another teacher (a close friend) to deliver verbally the message, "James is in the building." When the boy returned to his homeroom, his teacher asked him, "And what did Miss Porter say?" "Nothing," answered the boy, "when I told her what you said her face got red. There was an old man visiting in her room."

If supervision has kept apace with general education, there should be less of this attitude of dread today. It is not my intention to convey the idea that modern supervision has wrought miracles, and that supervision of a few years ago was without value. Supervisors of today have much to learn from those who were pioneers in the field. It is true, however, that the supervision of the last few years has tended toward cooperation with teachers rather than dictation to them.

Relationships, Authority, and Responsibilities

Many of the difficulties encountered in the field of special supervision are due to a failure to understand where authority and responsibility begins or ends, and from faulty relationships. It might be well to trace here the line of authority in public schools. In city school systems there are line officers and staff officers. The superintendent is the chief executive, and is responsible only to the board of education. He has as his line officers the school principals who are responsible directly to the superintendent, and the teachers who are responsible to the principals. All supervisors are staff officers. They represent the superintendent, and have no authority except as it is delegated by him. They act in the capacity of advisors to teachers and principals.

Nature and Scope of Supervision

Because of the fact that they must work with so many different people and because even though they are responsible for the success of the program, they have no real authority except as it is given them by the superintendent of schools, the supervisors should be persons of tact and diplomacy. It is absolutely essential that they be persons who are capable of maintaining pleasant relationships with principals and teachers, even though their points of view and opinions may differ. To insure the successful working out of any educational plan, the principal and supervisor must come to an agreement, otherwise teachers are at a loss to know what procedure to follow. If there is a clash between administrators, and the teachers follow the plan laid down by the supervisor, the principals, who are by virtue of their positions the supreme authority in the schools, have the power to forbid the continuance of the activity. If, on the other hand, teachers follow the directions of principals, which are not in harmony with the policies of the supervisor, more difficulties ensue.

* A paper presented before the Public Schools Section of the American Physical Education Association Convention, April, 1935, at Pittsburgh, Pa.

The average school principal is well grounded in educational philosophy as well as in subject-matter fields, and the average teacher keeps well abreast of the times, and knows modern trends in education. With the present tendency in education to break down subject-matter lines, and bring physical education into the scheme of integration, it is necessary for the supervisor of physical education to know not only the materials and techniques of his own subject, but to be able to fit it into the general scheme. The supervisor of any subject today must be what might well be called an integrating supervisor.

The supervisor of physical education should have as fine an understanding and as complete a background of training and experience as those with whom she works. It is essential for those in charge of physical education in public schools to be thoroughly familiar with all levels of the program, and to have had successful teaching experience. Opinions differ as to the amount of teaching experience necessary for intelligent direction of other teachers. The supervisor may have as his responsibility the leadership of classroom teachers in elementary schools or he may be in charge of special teachers of physical education. The range may be from the kindergarten through the senior high school. How can one know the problems of the teacher unless he has taught? Because it may be desirable at times for the supervisor to conduct demonstration meetings, it is felt by many that the supervisor should make every effort to retain his skill as a teacher; even though it may be difficult for him to find time and opportunity for it.

The responsibilities of supervisors vary with situations. There are, however, a number of ways in which all supervisors are expected to function. The supervisor is responsible for:

1. All the policies of his department.
2. Keeping his staff in touch with current theories and practices in the field of physical education.
3. The course of study: (*a*) he should serve as chairman of the group which constructs it; (*b*) he assists teachers to interpret it.
4. The provision of supplementary teaching materials.
5. The ordering and dispensing of supplies.

The Techniques of Supervision

Supervision is no longer a monotonous round of visits to classrooms or gymnasiums. Today, there are a number of generally accepted techniques, the best known of which we shall discuss here.

A. VISITATION AND OBSERVATION.—While for a number of years most supervisors visited teachers on schedule, today there is a definite trend away from such visiting. There are it seems, two reasons for this change: first, reasons of economy; second, because it is felt by many in the field of supervision that the scheduled visit was apt to develop into a routine matter to which both the supervisor and the teacher attached less and less importance.

Data gathered from a number of representative cities, point out that the visitation technique has gone through three stages:

1. *The Scheduled Visit.*—This stage while still preferred by some, has no doubt been responsible for the evolution of the supervisor into a demonstration teacher. In many cases, where the visits were weekly or bi-weekly, the supervisor was expected (in elementary schools) to teach each time she came, and often there was nothing done by the teachers between visits.

2. *Visitation on Call.*—This type of visiting has been quite generally condemned by those in supervision for the following reasons: (*a*) because while those who are enthusiastic about physical education and anxious for supervision claim too much of the supervisor's time, those not interested are apt not to ask for help; (*b*) because so many times the supervisor is called only when things are not going well, he has no chance to see things at their best.

3. *Visitation on Call and at the Judgment of the Supervisor.*—With this type, the supervisor is on call; but he is also at liberty to visit schools at any time. This makes it possible for the supervisor to receive inspiration from seeing fine work as well as being of service to teachers who are in need of help. Most people from whom recent data were secured seem to favor this type of supervision, and admit frankly that even if it were not necessary from the economic standpoint to have fewer people in supervision, they prefer to carry on in this way.

B. CONFERENCE.—Visits to teachers, if they are to be worth while, should always be followed by conferences. These conferences to be of real value should follow as soon after the visits as possible. If it is not possible for the principal to make arrangements for the supervisor to have conference time with teachers while in the building, the supervisor should arrange for appointments during his office hour.

C. BULLETIN.—The bulletin is an efficient means of giving out information to large groups of teachers. When points in method, or other matters of importance have been covered in a teachers' meeting, it is well to follow up the meeting with a bulletin, which makes certain that the facts are in the hands of all teachers and eliminates the danger of misinterpretation or failure to remember. Bulletins should not be distributed too often, should be brief, and should be related to one activity or policy.

D. MEETINGS.—It is absolutely necessary for supervisors to call group meetings. The main difficulty related to this method in a large school system is, with each supervisor enthusiastic about his or her own problems, to limit the number so that no teacher is required to attend too many of them. In such situations a clerk in the central school office usually keeps a meeting schedule, and serves as a check or clearing house for all departments.

There are several types of meetings, each of which serves a definite purpose. For example:

1. When there is a question of general policy or change of policy to be discussed, the whole teaching force may be called to one large meeting.

2. When matters relating to one grade level are to be taken up, it is well to call to a meeting the teachers of that grade.

3. When there are district or neighborhood problems

(Continued on Page 56)

The Journal of
HEALTH and PHYSICAL
EDUCATION

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

E. D. MITCHELL, Editor
Contributing Editors

Mr. George B. Affleck
Mr. Birch E. Bayh
Miss Ethel M. Bowers
A. D. Browne, M.D.
John Brown, Jr., M.D.
William Burdick, M.D.
Miss Rosalind Cassidy
Frederick W. Cozens, Ph.D.
Miss Ruth Evans
Miss Mary E. Gross
Mr. Strong Hinman
Mr. A. S. Hotchkiss
Allen G. Ireland, M.D.
Charles H. Keene, M.D.
Miss Mabel Lee
Mr. F. W. Luehring
C. H. McCloy, Ph.D.
Jay Nash, Ph.D.
Mr. N. P. Neilson
D. Oberteuffer, Ph.D.
Miss Ethel Perrin
Frederick Rand Rogers, Ph.D.
Mr. James Edward Rogers
Miss Mazie Scanlan
Mr. Carl L. Schrader
Mr. George T. Stafford
Mr. W. K. Streit
Mr. Randall D. Warden
A. P. Way, M.D.
Jesse F. Williams, M.D.

Vol. VI OCTOBER, 1935 Number 8

Special Honors to Dr. McCurdy

THE many friends of Dr. McCurdy will be glad to hear that his health is much improved after his illness of last winter and spring. In fact, he is now planning this fall to be active in research work even though he formally retired at the end of the past year from his position of Dean of the Natural Science Division at Springfield College. The department with which he has been associated so many years has urged him to conduct a number of research studies and in addition he will continue special work in research for the Burke Foundation Hospital. A special grant from the latter source has been given Dr. McCurdy to continue the studies which were published in the *Springfield Supplement* to the May *Research Quarterly*.

The members of the National Association are naturally interested in the activities of their former Secretary-Editor and therefore will find additional pleasure in the many honors that he has recently received. During the past two years he has served as one of the special editors of the *New Webster's International Dictionary*, having charge of all definitions in the fields of hygiene, physical education, and athletics. A picture of Dr. McCurdy is included in the front pages of the new dictionary. The occasion of his retirement from teaching service in June was marked by many friendly and deserved tributes, the one from the Board of Trustees of Springfield College being quoted in full below. This resolution reads:

"On this silver jubilee of the college we wish to express our keen appreciation of the contribution Dr. McCurdy has made to the development of the college as well as to physical education. He has been not merely the energetic, wise and far-seeing director of the department of physical education, but also an efficient cooperator in all the life of the college.

"A master of facts in his special field, an efficient organizer and skillful promoter, he has also had the prophetic vision. He has shown himself to be a rare combination of the realist and idealist.

"A trainer of leaders and organizer of teams, he has been preeminently a 'team man' in the life of the college as well as is his own department.

"A specialist in the field of physical education, he has contributed largely to the expansion of cultural education in the college and to the closer integration of physical and general education.

"A pioneer, promoter, and prophet in the field of physical education, he has kept in sympathetic touch with all phases of modern life. The college owes more to him than we can estimate. He has been one of its 'Master Builders.'"

Many letters of sympathy were sent to Dr. McCurdy during his illness and for this attention he has written the Association offices that he is very grateful. The JOURNAL is glad to convey this message to those of its readers who helped cheer Dr. McCurdy by their expressions of personal interest in his welfare.

In view of Dr. McCurdy's long connection with the National Association, it is a pleasing coincidence that his successor at Springfield College is a man who has also been very active in the affairs of the Association. Professor G. B. Affleck, who has been appointed the new Director of the Natural Science Division, has been a frequent contributor to the JOURNAL and *Quarterly* as well as a member of many important committees. On behalf of the Association the JOURNAL extends to both Dr. McCurdy and Professor Affleck wishes for success and happiness in the new duties they are assuming.

Wider Use of Demonstration Material

THE appearance in this issue of the JOURNAL of a description of the interesting demonstrations given at the National Convention at Pittsburgh last spring brings to mind some thoughts of editorial significance. In the first place, it is noteworthy that at last some of the valuable material presented at convention time is being made available to all teachers who would like to present in their own communities the excellent features of these outstanding demonstrations upon which the concerted thought and cooperative effort of a large staff of teachers of an entire city has been concentrated. The physical education profession is grateful that the memorable demonstration at Cleveland in 1934, "Olympia Through the Ages," has been written up in detail and made available in published form. Prior to this appearance only one similar venture had been attempted, that of the Newark convention in 1926, and the material thus assembled was in universal demand.

It has always seemed lamentable that so much of the original material brought together in the way of themes, costumes, and historical settings should be abruptly abandoned when the first occasion for using it was over. Yet this has been the general experience of the past. For the most part this omission has been due to neglect to assemble the material in written form because of the mistaken idea that there was no further use for it. There has been too much emphasis on originality in demonstrations—without doubt an overemphasis. Originality can still be preserved for local presentation, and yet those features which have so impressed other audiences of parents should be available for use without any fear of

plagiarism. The teacher should be encouraged to use progressive ideas for demonstration display just as much as to use the latest swimming stroke that has proven its effectiveness, or to use a football play or defense that has similarly proven successful.

For the beginning teacher especially, the advantage of having well-worked-out demonstration material to display in his or her community is readily apparent, and the advantage to the profession at large is equally clear. The demonstrations at our large conventions are planned with the hope that they will furnish ideas for the attending teachers to take back home with them. Demonstration planning is such a mammoth task that the teacher who is already burdened with teaching cares is really unequipped regularly, year after year, to develop theme material that has never been used elsewhere. To attempt to do it is a mistaken and futile gesture, when excellent material for the purpose is available for adaptation to the local situation. Teachers in a system can, of course, be encouraged to think up new ideas of their own, but not to the point where either their other work must be neglected or inferior programming must result. Far better to use a limited number of original ideas and insert them into a program the backbone of which is composed of features that have already proven their worth. The new coach usually starts with a system which has been successful in practice, and then with added experience begins to introduce those ideas of his own which seem to have merit and to warrant his confidence. The young teacher may well follow the same practice in presenting exhibition features to the public.

From this one standpoint, therefore, the value of well-planned and conducted convention demonstrations that invoke the best efforts of an experienced staff of teachers and have specialized direction is easily perceived. There is no doubt of the effect of a well-managed demonstration upon community interest and understanding of physical education. Such a project is entitled to its place in extracurricular offerings along with the athletic spectacle, the dramatic play, and the orchestra or glee club recital. Its place is to afford recognition of skill in bodily performance, which takes the form of individual physical prowess, teamwork in exercise, correct techniques in recreative forms of sport, and the use of the body as an instrument of dramatic and artistic expression in the dance—all combined with a display of teaching methods and of the spontaneity and fun of children at play. The demonstration best shows to the community the *new* in physical education and the scope of the physical education curriculum. It should also show the *best* that there is in physical education. This is not exhibitionism but rather a recognition that is due the activity being shown, and also the performer who has attained skill in it.

Evidence that the values of a well-presented demonstration are recognized by the profession, and that this form of contact with the public is coming into general use, is attested not only by the number of news notes in the columns of the JOURNAL during the past few years, reporting demonstrations in city school systems, in individual schools, and in colleges over widely scattered sections of the country, but also by the interest shown in the demonstrations at the national and district conventions. These convention demonstrations for several years have been outstanding in excellence and merit numerous repetitions in other communities. Without doubt physical educators are convinced of the merit of demonstrations, and ready to welcome any opportunity to profit by the exchange of original material which can be adapted to varying local conditions to express to the public the possibilities of the physical education program.

Looking Backward

THIS year of 1935 marks the fiftieth anniversary of the founding of the American Physical Education Association. This fall, as we look ahead to our second half-century of achievement, it is fitting also that we should glance backward over the way that we have come, and assure ourselves that the events of these first important years are adequately recorded for the future benefit of the Association. It was indeed appropriate that the anniversary year should have been marked by the appointment of a Committee on Permanent Historical Exhibits. This Committee, appointed by President Strong Hinman, and under the chairmanship of Miss Agnes Wayman, has already made great progress in locating costumes, equipment, pictures, and documents pertaining to the history of physical education in this country. Many of the long-established schools and departments of physical education have been approached, and are enthusiastically cooperating in collecting and preserving this valuable material. It is hoped that all members of the Association having any items of interest or value to add to the collection will communicate with Miss Wayman. Plans are now being considered for the permanent housing of the material in some central place. Efforts are also being made to collect contemporary material of professional interest, including pictures of our officers and honor award fellows, so that a continuous record of the Association may be kept from now on.

As an additional and much-needed contribution to the historical material available, and in order that there may be a complete and authentic record of the Association's early years, Miss Wayman has asked Dr. William G. Anderson to write the history of the American Physical Education Association from 1885 to 1935. No one could be better equipped for this important task than the man who called the first meeting of the Association, who has been an active loyal member ever since, and who was the honored guest of the Fiftieth Anniversary Convention at Pittsburgh. Dr. Anderson has graciously consented to be our historian, and began this summer the monumental task of compiling the available material. When completed, the history will be published in some form by the Association, so that all our members may become acquainted with the past achievements and early development of our national professional organization.

Soccer — A Universal Game

By

HOWARD R. DE NIKE

Coach of Varsity Soccer, State Teachers College
East Stroudsburg, Pennsylvania

Heading the ball—note that player's feet are clearly off the ground

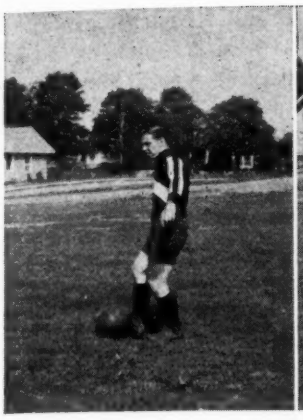
MUCH has been written in this country regarding American football, both in support of, and in opposition to, this fine fall sport. Comparatively little, however, has been published regarding soccer, another sport which lends itself admirably to the same season and one which is rapidly growing in favor in many localities in the public schools, colleges, and in the industrial and professional leagues. In America a condition has developed wherein the offspring sport has gained a greater popularity than the parent sport. For, as a matter of fact, soccer and rugby football were the first types of the fall sport which began in America, whereas our modern American football developed as an outgrowth from these two parental games.

Soccer is increasing in popularity throughout many sections of our broad land. It is being considered as an integral part of the physical education programs. It has great possibilities for adaptation for the various ages of children and may be played by both sexes. It is also included in the intramural programs of many of our colleges and universities, as well as in the private and public schools. It is a highly developed varsity sport in many schools and colleges. The industrial and professional leagues present it in its excellence. In the professional and intercollegiate leagues, well qualified and duly registered officials handle the contests efficiently. As Menke says, "The sun never sets upon soccer." This game is played in at least fifty-four countries throughout the world. It is to be included in the program of the 1936 Olympic Games. It is a sport which calls for strenuous, continuous, thrilling action and therefore appeals to youth the world over. It encourages team cooperation, yet it is unique in that it allows a great deal of individuality and initiative during play. It is a sport which requires superb physical condition of its devotees. "Time Out" is conspicuous by its absence in a soccer game.

As an example of the universality of soccer let me cite an incident which occurred in the fall of 1932. The German training ship *S. S. Karlsruhe* docked in Philadelphia. On board she carried a soccer team comprised of cadets. A challenge was sent out by these players for a game. A picked team of four local German gymnastic societies met that challenge. The game was played without argument of any kind, since the members of both sides knew the laws of the sport. To me, that is a very significant thing, yet there are those who rather disparagingly say that the game is too simple—that there are not enough rules to make it a complex game. It would seem to me a decided point in favor of any sport that it be readily understood by all players and spectators alike. Such a condition tends toward mutual understanding and eliminates squabbling over rules rather than playing the game. We need intersectional and international understanding in all realms. Let physical educators foster it in all of their relationships.

AND now for some practical coaching procedures, which the writer has found to be of value. Perhaps these suggestions will aid those who are already engaged in fostering this sport and also might be of assistance to those who desire to begin it. The techniques which are to follow train players to master the fundamental skills required of players in the various positions, and, at the same time they aid greatly in the conditioning process which is of vital importance in soccer. At the beginning, let it be made clear that an attempt should be made at all practice sessions, by the coach and his squad, to incorporate the true play spirit as much as possible. It is a boon to all concerned and is one of the most effective methods of avoiding "staleness" among players.

To teach the squad the various methods of handling a ball with the feet it seems best to employ the circle formation with about ten to fifteen players per circle. They should be shown how to pass a ball from one to another by means of the inside of the foot, the outside,



Passing ball with inside of right foot

Passing ball with outside of left foot

Middle of the body trap

In position to shoot at the goal

the toe, and the instep. Some coaches even teach a heel pass, but it is my own opinion that such a pass should be rarely used. After the various types of passes are demonstrated, the players practice them and at all times accuracy should be the goal. By calling out the names of the players who are to receive the passes, this can be emphasized. When mastery of short passes has been attained, the squad may be arranged along the side or "touch lines," and the longer types of kicking taught. Here, the toes and instep are used chiefly. Timing of the swing of the leg to meet the ball accurately is most essential. The players should work for a free, powerful, pendulum action in this practice. It is similar to a "punt" in American football. By striking the ball below its midline, distance and elevation are attained.

Along with kicking and passing practice, trapping of the ball may be taught. A "trap" consists in securing possession of the ball no matter how it approaches the player. Various types of trapping may be taught, such as the foot trap wherein the ball is stopped simply by putting one's heel on the ground and elevating the toes. The ball is caught in the angle thus formed. Other traps are the double lower leg, single lower leg (generally done with the inside of the leg), double thigh, body trap at mid-section, and even breasting the ball. A more difficult trap to perform is the one where the player literally steps down quickly upon a ball that has just landed in front of him, having rebounded from a considerable height. This takes exceptional skill. When performed correctly a "rat-tat-tat" will be heard as the ball is trapped under the foot. Coaches will soon find that some players will become more proficient at one or more of these traps than they will be at others. For all-round skill and development, however, each member of the squad should work on all types of trapping the ball.

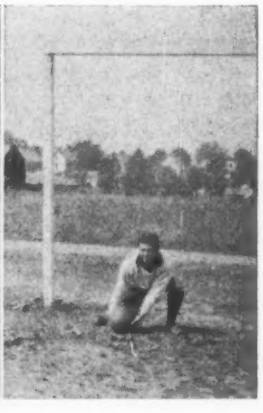
LEARNING to correctly head the ball and to give it the desired impetus and direction is, perhaps, one of the most difficult skills to master in soccer. Here again, the circle formation is best. It has the advantage that each player can see his associates and may learn how to avoid some of the most common mistakes by observing others as they attempt each type of heading. To utilize the play spirit while working at heading practice, a good game is to have the players attempt to keep the ball in the air as long as possible. This may be called "Heads Up." Each circle may keep a record of the number of times the ball has been headed before striking the ground. Thus a championship circle can be found. In this heading session the ball should be met in some of the various ways. It may be met with the forehead (the best place is at the hairline, if such a location is discernible), or

Trapping rolling ball with toe of right foot

Trapping rolling ball with right foot and leg

"Heads Up"—a game which drills in heading skills

A "save" by the goalkeeper



Working the ball in for a shot

again, it may be taken on either side of the head or it can be taken on the back part of the head. This latter method is most difficult and all players will not be able to master this skill. Players should be taught to jump into the air when heading the ball because by so doing the shock of the impact of the ball upon the head is not transmitted through the body as much as if it were planted upon the ground and also much greater distance can be obtained when the player swings his body at the ball.

When these heading skills have been learned well, variety in these may be secured by arranging the players in front of a goal in a semi-circular formation. The coach, or some other person, should toss up the ball and call out the name of the player who is to head the ball into the net. These players should concentrate upon accuracy and deception. They should attempt to place the ball into the goal at the corners or at least as far away from the goalkeeper as possible. They can be taught to perform this practice, eventually, by running at the goal. A goalkeeper in his proper position makes the drill realistic. By using the same formation, heading into the goal from corner kicks may be practiced. This also provides variety as well as excellent training for the wing, or outside forwards. It is a game situation.

The dribble in soccer consists in propelling the ball forward or diagonally forward by means of either rolling it or else scuffing it along with the feet and lower legs. It is not, at its best, a real kicking action because this would propel the ball too far in advance of the dribbler. This condition would prove disastrous in a game situation when the dribbler was approached by an opponent. Dribbling, in which all forwards and half backs should be very proficient, may very easily be combined with "wind sprints" up and down the field. Several groups may perform this skill by getting together and working the ball along while passing it to one another as they go. Each pass thus made should be about a yard in front of the player for whom it is intended. This allows him to take it while in running stride. If the pass is not done in this manner, he will be forced to break his stride and forage for the ball. Players should always be cautioned to work for complete control of the ball during these practices. It should never be allowed to get more than a yard or two in front of the dribbler as he goes along. This dribbling work may be varied by having the players pair off and attempt to dribble and pass a ball, going serpentine fashion, between a line of defensive players who attempt to take it away by means of the soccer tackle. This latter skill consists in a defensive player "stealing" the ball from an offensive. It requires great skill, usually, and aggressiveness. It is done with the feet and lower legs. Such practice develops skill and agility upon the part of the dribblers and also the defensive men.

SHOOTING skill, which after all is the most important in the winning of games, may be practiced in various formations. One which is interesting and effective is the semi-circle in which the forwards advance the ball, through opponents, center it in front of the goal, and attempt to score by kicking it into the goal past the goalkeeper. In all of the shooting sessions the players should be constantly reminded to keep the toe pointed down, with the knee slightly bent and the body crouched well over the ball. This type of body mechanics will greatly reduce the most discouraging habit of shooting the ball over the cross bar.

Another plan for developing shooting ability is to arrange the five forwards in the same general line formation which they will use during a game. They should be at about mid-field. Opposition is set up by having three half backs, two full backs, and a "goalie" in regular playing positions. Then the coach should throw, kick, bounce, or roll the ball out toward the forwards. They, in turn, secure possession of it and dribble in, using various methods of doing so, and attempt to score through the opposition. Perhaps it might be done by simply allowing one player to dribble in and shoot. Again it might be done by passing it among the forwards. Still again the ball might be quickly passed to an outside player who would advance it along the touch lines (side lines), center it to his inside players who then shoot. Many other such combinations are possible. Half backs can be worked into this shooting practice also. Scoring is entirely possible by these players.

Goalkeepers may be taught to handle the ball correctly during shooting practice sessions. For variety, however, such players may be placed in the center of a circle of players who boot the ball at them from all angles. The goalkeepers should be taught to play every shot with their hands first. When they catch a ball they should be drilled to act quickly in getting rid of it. This may be done by either throwing, punting, slapping, or punching it as far as possible and at an angle away

A group driving in attempting to score

from the goal. The good goalkeeper gets his body between the ball and the goal. He should be taught to go down on one knee quickly when attempting to scoop up a fast-moving grounder, or again to tip a high ball over the top of the goal.

Half backs should be given special work at throwing in the ball from "touch" (out-of-bounds along the side of touchlines). This may be done by grouping two sets of forwards opposing each other and by having the half back attempt to get the ball to a particular player when called by the coach. Wing players might be given practice in this throwing skill, since they sometimes perform this duty when the half back is not in position.

Despite all of the above-mentioned plans for teaching the fundamentals of the game, the best method after all seems to be through the medium of plenty of good, lively scrimmage. For it is in the scrimmage that the game-like situations arise. It is more natural and players usually call for scrimmage. When they do so the coach should not worry about "staleness" of his players.

PERHAPS, a few notes at this point regarding characteristics of various individuals as applied to the various positions might prove of value. Some individuals are by nature more suited to a given position than others. A few hints regarding the goalkeeper have already been given in this article. To further add to this it might be said that his position is the most responsible and, at times, the most discouraging on the team. His errors assume greater magnitude than the errors of other players for an error by the goalkeeper is very often fatal. The "goalie" must be very alert, quick to diagnose the situation, decisive in action, and of sound judgment. As has already been said, he must be a most dependable ball handler. Basketball players sometimes make good goalkeepers because of their training in handling fast moving balls. The player who aspires to become a good goalkeeper should always keep thoroughly in mind that he is purely a defensive player. His duty is to remain in the goal at all times with few exceptions. One of these would be in the case of an opponent who is dribbling the ball in toward the goal from directly in front of it and as he does so allows the ball to roll so far away from him that the "goalie" can rush out and scoop it up or kick it away. Sometimes by such actions by the goalkeeper the other player's attention is distracted momentarily, which is exactly what the defensive player always wants to do.

At other times the goalkeeper may advance outward from his goal when he sees a ball coming in toward him from an angle. Corner kicks very often may be intercepted in this manner. The size of the goalkeeper will alter his style of playing considerably for if he is large he will be able to handle shots which go over the heads of the other players. He cannot be too small because he must guard a goal whose width is twenty-four feet and whose height is eight feet.

The right and the left full back positions generally will be filled by the largest players upon the team. These players should be fearless tacklers, rugged enough to take punishment, and always very accurate and powerful

Ready for a Throw-in from the "touch line" (side line)

Follow through from a throw-in

booters. Their duties are, again, purely of a defensive character. For this reason, some coaches often say that the duty of a full back is "defense and defiance." These players should practically always remain within their own half of the field. They must be quick at backing up the errors of each other as well as those of all the rest of the players on their side. The tandem style of play usually brings good results in playing these positions. By this is meant, for example, that if the opposing outside right player was advancing the ball along the touch line, then the left full back should advance to meet this opponent and should attempt to tackle and clear. (By the term "clear" we mean in soccer to boot the ball away from scoring territory.) As the left full back does this, his team-mate, the right full back, swings over toward mid-field more and toward the goal so that in case of an error upon the part of his mate he will be in an advantageous position to back him up. Both of the full backs should be exceptionally proficient at heading the ball. With this skill well learned, they will be able to break up many shots.

The right, left, and center half backs have the most strenuous positions upon the team. This is true because their duties are both offensive and defensive in nature and for that reason they are in action a great deal. Size, therefore, is not as relatively important as is ability, skill, aggressiveness, and great endurance. Such players must be very skillful at tackling, kicking and passing, dribbling and heading, with the peculiar duty added of being capable at throwing in the ball from touch. The center half should be exceptionally fine at heading the ball since many goal kicks will fall into his playing zone. His position is the pivot point of the entire team. All of the half backs should play about halfway between the full backs and the forwards. They should follow and back up the play of the forwards when on the offensive. However, just as soon as their forwards lose possession of the ball, all of the half backs must drop back quickly into defensive positions. Zone play in all positions seems to work out well in the final analysis.

The outside right and left (sometimes called the wing players), the inside right and left, and the center forward comprise the forward line of players and have, generally,

purely offensive duties to perform. Theirs, most always, is the pleasant job of scoring the goals for their team and so their work usually has more of the glamour of stardom attached than have the efforts of other players. Great ability and skill must be theirs in clever footwork in dribbling, passing, kicking, trapping, heading, and especially, of course, in shooting. These players are usually the fastest runners upon the team and need plenty of the power of endurance. They should be aggressive and must coordinate perfectly with one another, since any bungling upon their part might spoil a good chance for a score. The two "wings" should be clever at centering the ball and also at kicking in corner kicks. Some wing players have developed this ability to a marked degree and have even scored goals, unassisted, from corner kicks. To perform such a feat requires great skill since the ball must be hit a little off center, thus imparting a spin or "hook" to it as it advances toward the goal.

The two inside players should act as scoring powers and should assist greatly in foraging for the ball. Oftentimes they receive it from a half back, or from a wing player, and can shoot it in or pass it to the center forward so that he might score. The inside players have often been called the "foragers" of the team. They must also be fine judges of angle shots sent in to them from the wing players, for very often these assists can be converted into a score by good heading or shooting.

The center forward must be a leader. His is the pivot position of the forward line. His shooting ability should be good, but he must remember that the other forwards may often be in better position for a shot than he is himself. He must assist the others with accurate passwork and encouragement. Clever footwork with either foot is of decided advantage for the player in this position. On goal kicks, he should play about ten yards directly in front of the kicker. In case the goal kick is low, the center forward may be able to trap it and take a quick shot. Scoring is often done this way.

All five forwards should be well drilled in shooting penalty kicks, although one or two of them will, no doubt, be outstanding in this department of the game. For a game, one player should be given this assignment and all of the others should be told to be ready to back him up if his shot should hit the cross bar or posts and rebound into the field of play. Any other player could take a shot if such was the case.

The forwards may vary as to size and weight. This is not so important as is their ability, cleverness, and endurance. When they are advancing the ball they will do well to arrange themselves into a "V" formation. In this the two wings will be up in advance of the others about ten yards or more. The inside players will be about ten yards behind them and in-field more, while the center forward will be about another ten yards further back and around the center portion of the field. He will be at the apex of the "V" formation on offensive play. In such a style of play, the object is to get the ball out to the outside players who attempt to advance it along the touch lines. When they have done this as far as possible, they center it by a loop kick to the area in front of the goal. The inside and center players now attempt to score. Other combinations are possible in this style of attack.

THE writer, from his coaching experiences and from observation of collegiate and public school contests, would like to present a few suggestions in the form of recommendations for further improving the sport for players and spectators and officials alike. These ideas or suggestions have been accumulated by means of noting game situations and also by noting the observations of many coaches, officials, and players. Other suggestions have been compiled from students in the coaching classes which the writer has taught each year. These suggested recommendations follow:

1. Scoring might be changed from its present form so that in the case of tie games the winner may be quickly decided by allowing each forward on both teams to take one penalty kick. This method of attempting to break the tie would tend to eliminate further fatigue upon players who have already participated in a full game. Those who have witnessed two evenly matched teams trying to break a tie score by the present method of playing over-time periods will, no doubt, agree that the element of further fatigue is unduly magnified. This plan, as given above, would at least be one solution to the problem. The writer, incidentally, has seen this plan worked out successfully in interclass games at State Teachers College. In doing so, however, it was found that great care had to be exercised so as to keep an accurate tally as to the number of shots taken and the results of each shot.

2. Another suggestion which has been advocated by a few interested persons would be to change the scoring valuation so that a goal scored from scrimmage would count two points and one scored from a penalty kick would tally but one point. The reason for this plan is based upon the matter of the value of coordinated team play. In the scrimmage many players are involved, whereas, in a penalty kick, generally, but two players are involved. These would be the goalkeeper and the kicker.

3. From many sources the next proposed change in the rules has emanated. This deals with the length of the four playing periods. Many feel that these periods should be shortened. In many cases this has been done satisfactorily. Opposing captains or coaches have worked this out to the satisfaction of all concerned. If a scale of periods were worked out for the various age levels of players and if more consideration were given to this, an improvement would be effected.

4. Another proposal would be to allow for more substituting and resubstituting during a game. This plan would tend to eliminate undue fatigue upon any player, thus it would tend to encourage a greater range of participation by more players. One-sided games could often be controlled better if this plan were adopted so that the coach of the more powerful team could equalize the competition when he chose to do so.

5. The next suggested change is one which anyone who has officiated a fast, full-time game will, no doubt, readily endorse. This plan would be to provide for two

(Continued on Page 59)

Just Published

A book of unusual value to all students, teachers, directors and supervisors engaged in Physical Education, Recreation, and Play.

The Title

ACTIVE GAMES AND CONTESTS

Containing Over 1800 Indoor and Outdoor Physical Play Activities

The Authors

Bernard S. Mason and Elmer D. Mitchell. Mr. Mason is author of "Camping and Education," and is editor of *The Camping Magazine*. Mr. Mitchell is author of "Intramural Athletics" and is editor of *The Journal of Health and Physical Education*. They are also the authors of "The Theory of Play," the most widely used college text book on the subject now available, and also **"Social Games for Recreation,"** published in May of this year, which achieved immediate success and is now in its Second Large Printing.

The Contents

The games and contests are classified and described in the following chapters:

Contests Between Individuals
Running Type
Riding
Jumping, Vaulting and Climbing
Throwing and Catching
Striking, Swinging and Kicking
Handling Mechanical Objects
Pushing, Pulling and Butting
Track Meets and Sport Meets
Contests Resembling Games

Contests Between Groups
Mass
Individual Team Competition
Methods of Conducting Relays
Relays based primarily on Locomotion
Striking, Kicking and Butting Relays
Object—Passing Relays
Throwing Relays

Goal, Tag and Combat Games
Goal Games Tag Games
Games of Personal Combat

Team Games
Baseball Type Rugby Type
Tennis Type Hockey Type
Soccer Type Basket Ball Type

Water, Winter and Mounted Activities
Water Horseback Riding
Winter

Bound in Washable Roxite Cloth, Illustrated, 620 pages
$3.00

The Publishers

A. S. Barnes and Company

67 West 44th Street, New York

The Order Form

A. S. BARNES AND COMPANY
67 West 44 Street
New York, N. Y.

( ) Check here if you want our Complete Illustrated Catalogue of Books on Health, Physical Education, Athletics, Etc.

Send me ACTIVE GAMES AND CONTESTS by Mason and Mitchell

( ) I enclose $3.00 ( ) Send C. O. D. ( ) Charge my Account

Name..... Address.....

School or College.....City.....State.....

THE GUARANTEE—If after using this book you feel it is not worth the purchase price you may return it within two weeks and receive your money back.

Posture Weeks Still Work

By

EDYTHE SAYLOR

Alabama College, Montevallo, Ala.

THE PHYSICAL education majors at Alabama College have made Posture Week as much a part of the college traditions as registration or examinations. Here are some of the ideas that have worked on a small, more or less unified girls' campus.

Publicity is started several weeks before with poetry, short stories, editorials, and notes in the feature columns of the school paper. Poster teasers appear from time to time in strange places on the campus. Later on a special slide is run at the movies, sidewalks are marked with footprints toeing in, out, and straight ahead, and sandwich men appear on the campus bearing signs fore and aft, reminding people how to walk. One year very clever posters were made using advertisements as slogans. We were reminded to "Get a Lift," that "Professors Choose Good Postures," "Some Things Your Friends Won't Tell You," "That Growing Child Needs," "Which Way do you Sleep in Class?" and "As You Desire Me." Another year all the posters parodied Mother Goose.

A careful survey is made each year of the trees on the campus and each prominent tree bears an inscription such as: "I have a lordosis curve," "I am undernourished," "I have a right dorsal left lumbar scoliosis curve," "My posture is *A*," "My displacement is to the right," and "You can be as straight and tall as I am."

To pique the curious a large box appeared one year in a very prominent place, with the sign, "Danger! Don't look in here." Through a rather small opening a picture of a person in "*A*" posture was seen by the entire student body. On the first day of posture week Polly Posture (Dwight posture model) was seen on one of the bulletin boards, standing in her very worst posture. Each day she improved until Friday when she passed her posture test. Stick drawings with the inscription "Do you sit *S* or *L*?" were mimeographed onto bright-colored paper and found their way to each table in the dormitory dining rooms. One year there was a parade in the dining rooms showing good and poor posture.

APPROPRIATE slogans are written on the blackboards of many classrooms and laboratories and drawings are done with soap on the dormitory mirrors. One year a taxi company in town helped by printing their advertisements on the back of cards bearing the well-known slogan: "Posture Expresses Personality."

Sometime during the week posture tests are given in all physical education classes. Because formal gymnastics are not taught, the Bancroft test has been modified to include good standing, walking, and sitting posture. Posture tags of some sort are given to the people passing the test. Names are kept and class percentages compiled at the end of the week for the Posture Trophy award.

POSTURE week always ends with a posture dance in the gym. Each class may have a lead-out, and there are lead-outs of the people who have passed posture tests during the week. The big feature of the evening is the elimination posture dance. Couples who are dancing in poor posture are gradually asked to leave the floor. When the contest narrows down to three or four couples there is a great deal of interest and excitement. Finally the couple dancing in the best posture is awarded a prize. Sometimes winning of the posture dance adds points to the class scores and counts in the final award. At the end of the evening the Posture Trophy is awarded to the President of the class having the highest percentage of people with good posture. The trophy is kept in that particular class dormitory until the next year.

Sometime during the week at least one Convocation program is given. One year many of the departments in school cooperated. The Speech Department showed with a skit how they emphasize posture teaching with children in the grades. The Art Department demonstrated good posture in sitting at their work. The Home Economics Department showed the value of good posture in the home and emphasized the need of placing tables, sinks, and other household appliances at the right height. The History Department came forth with a huge library book and showed how to study properly.

ANOTHER successful Convocation program was worked out around a skit depicting a young man choosing as his wife the girl who stood and sat well. The "Ode to Posture" has been pantomimed and silhouetted in various ways. However, perhaps the best program was the one worked out by the class of 1935.

Posture Shadows

(A white curtain is divided in half lengthwise and lights placed behind the curtain so that shadow pictures can be seen by the audience. One girl reads all the comments.)

Reader: Posture expresses personality. How often we have heard the saying. However, in many cases our posture would completely ruin us if it were not for the fact that our friends, as well as our enemies, know very little about good posture.

Do you know the old quotation which says,

"Beauty, like wit to judges should be shown
Both are valued where they best are known."

Perhaps it would be well for us to become better judges of posture.

I. Animals

(In the first episode large cardboard animals cast their shadows on the first section of the screen, while people standing in similar posture are shown on the second part of the screen.)

Reader: "Man is the measure of all things." It is lucky for us that this is so, for what if we had feet like a duck? (Duck is shown, also girl standing with toes pointing out.)

"He has a head which Statuaries loved to copy and a foot the deformity of which the beggars mimic in the street." (Duck turns off.)

A duck's feet are useful to *him,* but remember we get where we have to go much more quickly by toeing straight ahead. And how we do hate lost motion.

Or,

What if we had a neck like a giraffe? (Picture of giraffe, also a girl with neck stretched forward, chin up in air.)

The giraffe has to reach to the trees for his dinner, but fortunately ours is conveniently placed on a table—except when we have to eat off the mantel piece.

(Picture of penguin, also of a girl with hollow back and protruding abdomen.)

The penguin holds his head up high
But has P.A. you can't deny! (Off.)

(Shadow of a rabbit crouching down and of a girl crouched over a book.)

Though many of us try to hide our faces in a book with resulting curved backs, we really don't have to hide like a rabbit. (Off.)

Have you ever noticed how you tried to force your knees backward when told to stand up straight? Our *ostrich* friend may do so. (Picture of ostrich and of a girl attempting to hyperextend her knees with resulting pelvic tilt.)

II. Moods

(The screen is not divided for this and the following episode. The girl posing for these shadows is dressed in a heavyweight, draped dancing costume, and she poses so the audience gets a side view. Colored gelatin slides placed over the lights give a pleasing contrast to the various shadows, but care must be taken not to use too dark colors.)

Reader: Most of us are good enough judges to quickly tell what moods our friends are in. Do you know that their posture gives them away?

(Despair: girl stands with head forward, chest down, feet apart. Lavender light.)

So this is blue Monday. (Off.)

(Fear: weight on heels, body tilted backward. Greenish light.)

Guess! (Off.)

(Meekness: forward head, flexed knees. Light blue light.)

Meekness is little better than fear. (Off.)

(Slouch: head forward, chest relaxed, hollow back, protruding abdomen. Violet light.)

A slouch appeals to no one. How many times have we heard, "She has lovely clothes, but they do look terrible on her." (Off.)

(Thinker: neck forward, chin up, body tilted forward from the hips. White light.)

The habitual thinker may become like this. Though very probably none of us are in any immediate danger, it is well for us to be able to recognize this pose. (Off.)

(Dignity: hyperextension wherever possible, double chin. White light.)

(Continued on Page 57)

Booklet free with HYGEIA. Offer below.

Use Hygeia's *Authentic* Material for Health Teaching

HYGEIA, the Health Magazine, can be immensely helpful to you in teaching health. Perhaps you receive a good deal of free material from manufacturers and organizations—much of it distributed as propaganda. But wouldn't you like to know that you had a *reliable* source of health teaching material, such as this publication of the American Medical Association?

HYGEIA'S articles, written in simple, nontechnical language by leaders in the field of health and scientific medicine, are as interesting as they are informative. They are excellent for outside readings, reports, and class discussions. Hygeia's health stories and verses and its pictures of health activities the world over, all appeal to boys and girls.

The October issue covers various phases of health which are of interest to teachers—*speech problems, the child guidance clinic, health education through models, caffeine and health, children's feet, the health of the U. S. Navy, and the prevention and treatment of goiter.* Teachers will find food for thought in the story of "Square Peg." The mystery story, "The Case of the Man Who Exploded," will appeal to science students. And children will enjoy the story of "A Modern Aladdin's Lamp," which tells how germs travel.

Every month you will find HYGEIA a rich source of live material which can add zest to your health teaching and make it more effective and more interesting. Begin your subscription now with the October issue and have the practical aid of this authentic health publication through the remainder of the school year.

"SCHOOL AND HEALTH"

A HYGEIA Department for Teachers

This department, edited by Dr. J. Mace Andress, offers teachers practical suggestions for health teaching. Educators from all over the country tell how they have solved various health teaching problems. New health books and material for teachers and pupils are reviewed each month, and bibliographies are furnished. You'll find plenty of ideas in this department which you can adapt for the use of your own classes.

6 MONTHS OF HYGEIA and "145 Questions and Answers on Health"

$1

The "Questions and Answers" in this 64-page booklet, reprinted from HYGEIA, formed a popular part of the exhibit of the American Medical Association at A Century of Progress. Teachers will find them helpful for reference and for personal use.

Use this coupon for special offer

(HPE-10-35)

AMERICAN MEDICAL ASSOCIATION
535 North Dearborn Street, Chicago, Ill.

Enclosed is $1.00 for a 6 months' subscription to HYGEIA, the Health Magazine, with "145 Questions and Answers on Health."

Name .....

Address .....

Relay Races *from* Japan

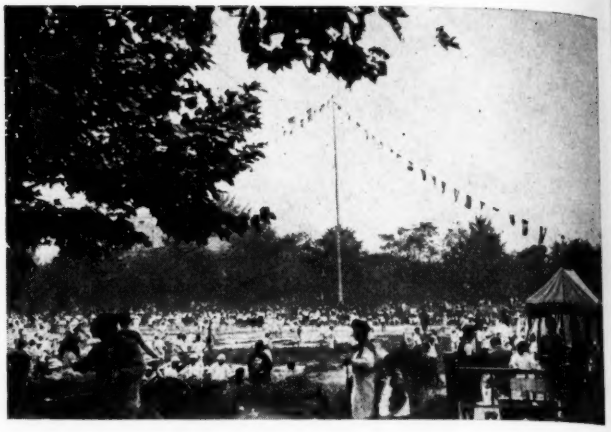
By

RUTH WEYTHMAN

Chairman, Department of Physical Education for Women,
State Normal School, Bellingham, Washington

TODAY, with the emphasis being placed in educational circles upon the integration of subject matter, the instructor in physical education is sometimes at a loss to find activities which can be correlated with the work in the classroom and which holds real interest for children. We have all experienced the great impetus given a class in physical education by the presentation of dances or games of the country about which the children have been studying in other classes. Children enjoy playing games as children of other lands play them even though they are not entirely unlike their own games.

In Japan an *Undokoi* or field day is the occasion for great excitement. Strings of flags and bright banners flying everywhere give the event a colorful appearance. The following relay races, although very similar to our own, when given the Japanese interpretation appeal to grade children and correlate very nicely with a social science unit on Japan. Some of those which follow were used at a Japanese girls' *Undokoi* at Sendai, Japan, and others at a boys' school and at the Men's Normal School in Tokyo.



Undokoi at Tokyo, Japan

Piggy Back Relay

Piggy Back Relay.—Players take partners and stand in double line formation back of the starting line. On a given signal one of the players at the back jumps up on her partner's hips and is carried to a line fifteen yards away on the opposite side. They change positions and return to the starting line. The first pair across this line is the winner.

One-Legged Race.—Equipment: One colored band of cloth one yard long for each team and one flag for each team.

Formation: Players are divided into equal teams and stand in the usual single-line relay formation. The first runner on each team is given a colored band. At a given signal each runner, carrying his colored band, runs to a flag set directly in front of and about fifteen yards distant from his team. At the flag he ties the colored band around his ankles and hops back to the starting point. This is continued until all have run, the team finishing first winning.

House-Cleaning Relay.—Equipment: One smock, large pail, small pail, broom, towel, and dust cloth for each team.

Along the running track at points about fifteen yards apart are placed the articles used in cleaning a Japanese house, a set for each team. If several heats are to be run the articles are replaced after each one. At the starting signal one member from each team runs forward, picks up a smock and puts it on. She continues to the towel which she wraps around her head; then to a large broom which she carries in her hand; next, a pail; then, a small broom; and finally, a dust cloth and runs to the finish line. In Japan first, second, and third places are picked. Each winner is given a flag made of white cloth with red stripes: one stripe for first place, two stripes for second place, and three stripes for third place, which she carries to the judges and receives an award. Each receives the same award—a pencil or handkerchief, but a record is kept of the winner of each heat.

House-Cleaning Relay

Warship Race.—Equipment: A Japanese flag for each team and a colored band of cloth for each warship.

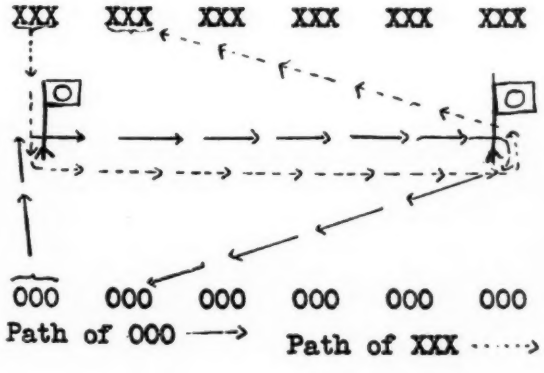
Formation: Three players make a warship by standing one behind the other and tying left ankles together so they are an arm's length apart. The leader carries the Japanese flag. The warships in one fleet stand in single line as in the usual relay formation.

At the starting signal the first warship from each fleet races to a mark and back to touch off the next three players who comprise the second warship and who have already tied their feet together. The fleet finishing first wins.

Bamboo Pole Race.—Equipment: One bamboo pole about four feet long for each team. (Wands work very nicely.) Two Japanese flags on standards.

Formation: Each team stands in groups of three behind parallel lines which are forty feet apart. The two flags are placed halfway between the two lines and about fifty feet apart.

The first group of three on each side takes hold of the bamboo pole and at the starting signal runs around both flags, one team going to the right and the other to the left as shown in the diagram, back to place and passes the pole to the next group of three which follows in the same path as the first group. This continues until all have run, with the team finishing first as the winner.



Spoon Ball Carry Relay.—Equipment: One old tennis ball and one large wooden spoon for each team.

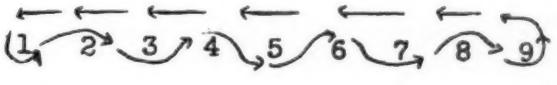
Formation: Equal teams in the usual relay single line formation.

At the starting signal the first runner in each line carries the ball in the spoon to a mark and back. He may not touch the ball and if he drops it, must scoop it up on the spoon. He passes the spoon and ball to the next player and the game continues until all have run. Those finishing first are the winners.

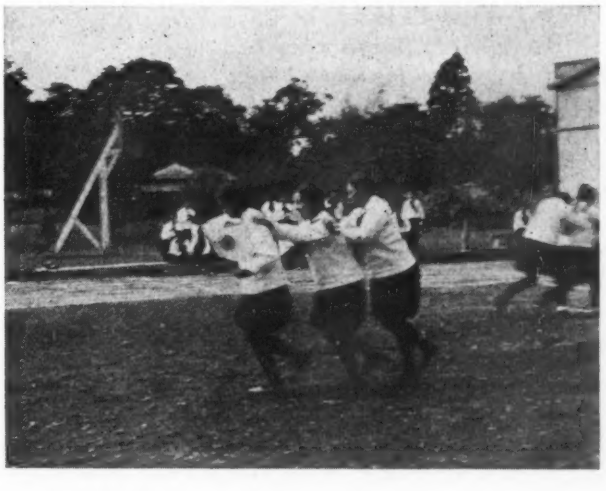
Weaving Relay.—Equipment: One colored strip of cloth about four feet long and six inches wide for each team.

Formation: Two equal teams in lines about ten feet apart and facing each other. Persons in each line stand an arm's distance apart.

This relay is based upon the weaving industry. The runner, carrying his colored strip of cloth which represents the thread, starts weaving from where he is standing to the foot of the line. There he runs around the foot player and, without weaving in and out, runs to the head of the line, passing around the head player and again weaves in and out to his own place. At the starting signal the first person in each line, or Number 1, with the cloth in one hand weaves in and out to the end of his line and runs back to his place. He passes the cloth to Number 2 who starts weaving around Number 3, continuing to the end of the line, runs back around Number 1 and into place to touch off Number 3. Number 4 receives the band from Number 3 and weaves to the end of the line, runs back around Number 1 and weaves back to place. The last runner runs back to Number 1 and weaves to his own place down the line. The team finishing first wins. Path of the runner:



Warship Race



Climbing Exercises on Apparatus

By

H. C. REUTER

Department of Physical Education,
State Teachers College, La Crosse, Wisconsin

THE PURPOSE of this outline is to put into the hands of the student, material upon which climbing work upon gymnastic apparatus is based. Similar material has been developed by the author for mounting, dismounting, vaulting, swinging, and traveling. It seems to have been quite common for many of the teachers of physical education to have very hastily or entirely skipped over these elementary forms of activity, going immediately to the highly organized and complicated gyrations of the expert gymnast. Such complicated activities may fit as an eventual climax to the fundamental activities, but should never be thought of as the ultimate educational or developmental aim of apparatus work any more than to be champion should be thought of as the educational and developmental aim of sport.

The following material if properly chosen should prove a very fine vehicle for the achievement of general muscular development, natural coordinations, self-reliance, certain degrees of tenacity, resourcefulness, etc.

The material may be readily adapted to use by squad leaders where so desired. In fact it is recommended that these activities be practiced in small squads, and that each activity be repeated often enough so that the developmental aim may be achieved.

The material is listed under certain divisions as follows:

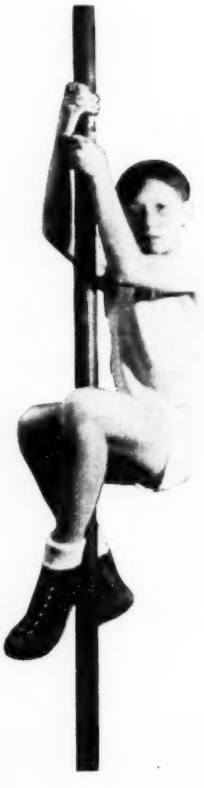
First, such activities that may be considered fundamentally natural, i.e., activities that a person without special training would, under various circumstances use to attain the objective of the activity, which may, for instance, be to get on top of an object, to reach a given point at a distance or height, or to dismount from an object, etc.

Second, slight variations of the fundamentally natural are offered for the sake of stimulating an interest for repetition of the basic activities.

Third, advanced variations are offered to present a challenge to the individual for self-testing, or in competition against others.

A *fourth* division, stunts, although not covered in this particular article, would be utilized in a more complete outline of gymnastic work. Stunts are presented because of their natural interest and for the purpose of fostering further participation.

Under the advanced variations and stunts we have tried to keep within certain bounds as to degrees of complexity or difficulty. For activities beyond the degrees of artificiality, or difficulty, we refer you to the books of apparatus listed at the end of this outline.



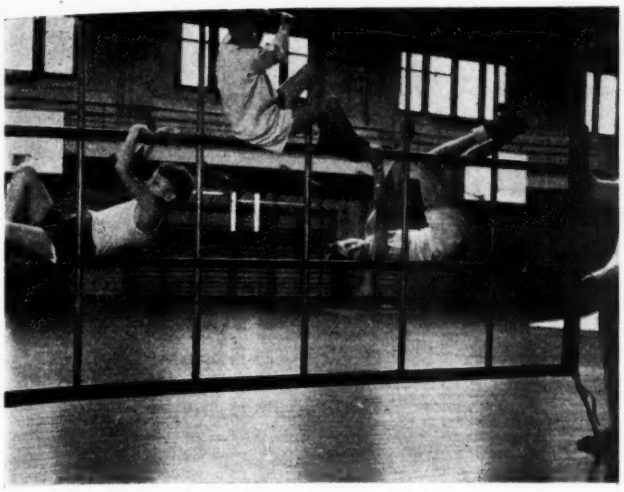
No attempt is made to specify as to the use of this material for the various age groups, motor ability groups, or sex groups. It may be suggested however, that by *proper selection,* material may be presented to any group ranging from the very youngest on up through the range of years. By youngest may be considered children as young as six years of age.

Safety.—As a safety precaution, always provide mats placed in the most advantageous places for soft landing on dismounts or accidental falls. Always inspect the apparatus before using to see that all adjusting levers, screws, hooks, etc., are properly secured. During the course of the lesson, parts of the apparatus may become mal-aligned; adjusting pins may work loose as is sometimes the case with some ladder adjustments. These faults should be corrected. Always see to it that the individual has complete control of himself and proper balance before dismounting. Take into consideration the direction of the force during swings, etc.

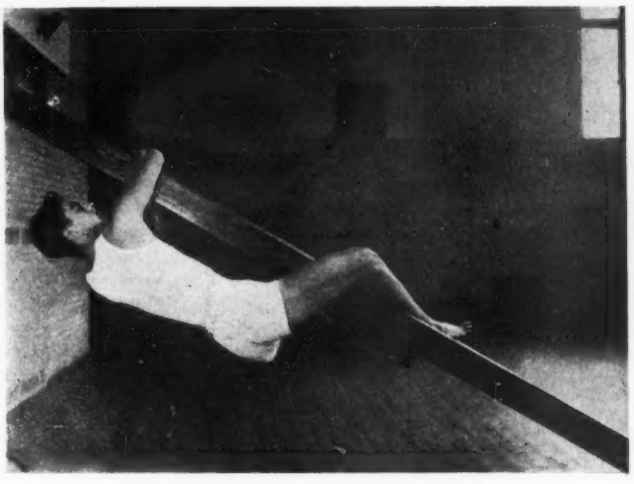
Both as good safety precaution and logical pedagogical procedure it is well to first name the activity, then demonstrate it, and finally have the pupil try it. In this way the individual will better visualize the situation and be better prepared to master the activity. However, in some instances it may be of greater educational value to have the pupil work out the problem himself. In other instances a few preparatory exercises may be necessary to establish certain coordinations and skills, or to strengthen certain body parts.

Terminology.—On account of the simplicity of most of the activities special terminology has been avoided. Many of the activities could be more briefly described by using technical terminology, but since there seemed to be no need of a great degree of exactness in performance or start-positions in many of the activities, and because it is assumed that the individual will more or less naturally follow the correct procedure, the use of technical terms has been generally omitted.

Instructor's Aim.—In the actual use of this material the instructor should always have a very definite aim in mind in the selection of activities. The class is generally interested



Window ladder exercises



Variation of natural climbing exercise

in the achievement of the objective which may be expressed as "the overcoming of the resistance of an obstacle"; for example, to be able to vault over an object, or to get on top of it, or an achievement in the line of skill, strength, speed, and endurance. It will be found also that the average individual will continue practicing many of the activities after having mastered them, simply for the satisfaction of having mastered them. Most of the activities will be found to be self-satisfying, wholesome activities which throw out a challenge to the individual.

Needless to say, of course, the foregoing must be considered in the light of the physical and psychological characteristics of the individual. The past experiences in activities of this sort may also be a determining factor in the degree of participation. We also wish to call attention to the fact that this outline has been arranged, not in lesson form, but according to types of activity. In actual use in the regular physical education or "gym" period, material would be selected from several topics, for instance, one stunt or exercise might consist of a "mount," a "traveling," and a "dismount," while another stunt may consist of only a "mount" and "dismount." Again, we may repeat the same mount each time and use different dismounts or vice-versa.

Climbing

Objective.—To reach a given point at an elevation from the floor.

Apparatus Employed.—Stall bars, ladders, rope ladders, climbing poles.

I. Stall Bars

A. Fundamentally natural activities:

1. *Ascend and Descend.*—This is simply grasping the round of the bars with hands and placing feet upon the lower rounds and by alternately moving hands and feet travel upward. No attention need be paid as to how many rounds the individual skips. It will be noted that very young children will step on and grasp each round in succession, older children will skip several, while adults will find the stall bars unsatisfactory for this activity. In climbing on the stall bars, and later on the ladders, it is well to call attention to the fact that the body weight rests upon the ball of the foot rather than on the instep. The arms should always be slightly bent in order to bring the center of gravity near to the point of support. This is a safety precaution because in case of a slip of the hand the possibility of regrasping is better than if the body is farther away from apparatus. In descent look at the hands instead of the feet.

B. Simple variations of the fundamentally natural:

1. Ascend and descend using only one foot; other foot is left hanging loosely.

2. Ascend and descend using only one hand, the other hand is left hanging loosely at side or carrying an object (medicine ball).

3. Ascend and descend with jumping from round to round, both feet moving at the same time.

4. Ascend and descend using only one hand and one foot.

5. Ascend in one manner and descend in another.

C. Advanced forms of variations offering a challenge to the individual:

1. Ascend in one of the previously named manners and descend in the bent-arm-hang. In this the feet are raised slightly backward and the arms are sharply bent, then the body is lowered with either a follow-grasp, regular alternate grasp, or hand-jumping, i.e., moving both hands simultaneously.

II. Ladders (Vertical)

A. Fundamentally natural:

1. All activities mentioned under stall bars may be performed on the ladder. The distance between rounds and the greater height make the ladder more suitable for older boys and girls and for adults. Beside the various grasps mentioned we may grasp the sides or the beams of the ladder.

B. Simple variations of fundamentally natural:

1. All activities on stall bars may be repeated here.

C. Advanced forms of variations:

1. All activities on stall bars may be repeated here.

III. Ladders (Oblique, with Board)

A. Fundamentally natural:

1. Ascend on upper side with support of hands on beams, feet on rounds; descend backward with same position of hands and feet.

2. Ascend on under side with feet on rounds and hands on beams; descend backward with same position of hands and feet.

3. Repeat (1) and (2) with hands on rounds.

4. Repeat (1) with feet on board.

5. Ascend on under side in one of previous ways; descend with hands on rounds or beams, and heels hooked over beams.

6. Run up the ladder with feet on center board, hands free. Lower to seat facing the lower end of ladder, and slide down. In doing this, for safety keep hands in touch with beams. When reaching the bottom care must be taken that the feet are properly

placed so that the finish will be in a standing rather than a sitting position. (May slide on beams if no center board.) Do not place feet flat on board. They may stick and cause accidents.

7. Run up ladder with feet on center board, lower to lying position frontways, slide down feet first.

8. Ascend in either of the ways described for the upper side of the ladder, change to under side, and descend in one of the ways previously described. In changing to the under side of the ladder it is best first to lower to a lying position frontways on the center board, then reach around side of ladder and grasp a round from below; follow this by placing one foot on a round from below. In doing this be sure that the other leg is well hooked on beam. Now bring other hand and foot around ladder and descend in one of the ways described before.

9. Ascend in either of the ways described for the under side of the ladder, change to upper side, and descend in one of the ways described before. The procedure here is just the reverse of that in (8). In order to get the proper leverage to push up after partially around ladder it will be necessary that the elbow of the uppermost arm be well raised.

B. Simple variations of the fundamentally natural:

1. Ascend on upper side of ladder in the various ways described under stall bars. Descend in one of the previously described ways.

2. Ascend with feet on board, legs straight, hands grasping rounds. Descend optionally

3. Ascend with feet on board, legs straight, hands grasping rounds. Descend optionally.

4. Ascend in one of previous ways, but skip one or more rounds. Note: In (2) and (3) the exercise will have greater value in respect to hip-suppling, if the feet are placed flat against board.

C. Advanced forms of variations, etc.:

1. Ascend ladder with feet on rounds, hands free. Descend optionally.

2. Ascend in the support-lying position with hands on rounds and feet resting either on the beams or on the board. Descend optionally.

3. Ascend on upper side, changing from a lying position frontways to support-lying position frontways pulling and then pushing with the arms, the feet merely slide along beam or board. Descend optionally.

4. Ascend on under side with hands on beam or rounds and feet hooked on beams. Descend optionally.

Note: (3) and (4) might better be classified under "Traveling."

IV. Climbing Poles

A. Fundamentally natural:

1. Climbing upward and downward with use of hands and feet. In observing children spontaneously climbing, it will undoubtedly be noticed that they generally have a technique that is common to them all. It will also be noticed that the better climbers are the ones who have most nearly mastered this technique. This natural method will be described.

First of all, it must be realized that to make climbing easy, the work done must be distributed over a large group of muscles and a "large-muscle" group; secondly, in order to get a good hold with the legs, the point of contact must be distributed over a large surface area. A description of the procedure follows:

Grasp the pole with both hands about head high, raise either leg so that the knee of this leg is about hip-high, place this leg against the pole in such a manner that the outside edge of the foot comes in contact with the pole. While holding this foot there, close this same leg in against the pole so that it comes in contact along the inside of the calf of the leg. This will bring the pole against the leg just above the knee. If properly placed, the entire lower leg will be in contact with the pole and there will not even be room for one to place his finger between the pole and leg. It might be well to practice this position often enough so that it becomes more or less automatic so that you can give some attention to the other leg.

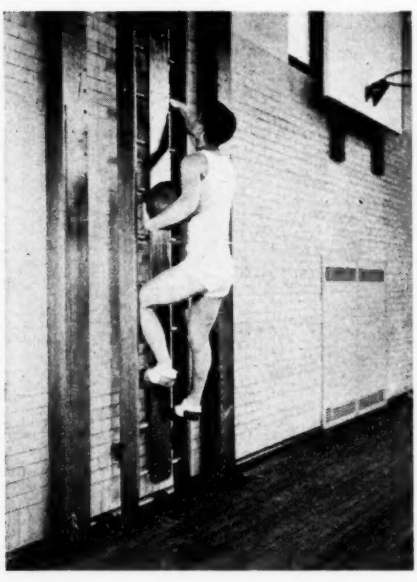
The position just described having been assumed, hold it and then raise the other leg so that it comes in contact on the far side of the pole. The back of the calf of the leg should rest firmly against the pole. The Achilles tendon should come in contact with the pole. When this position is properly assumed the entire lower leg will be in contact with the pole and, as before, there will not even be room to place the finger between the pole and leg.

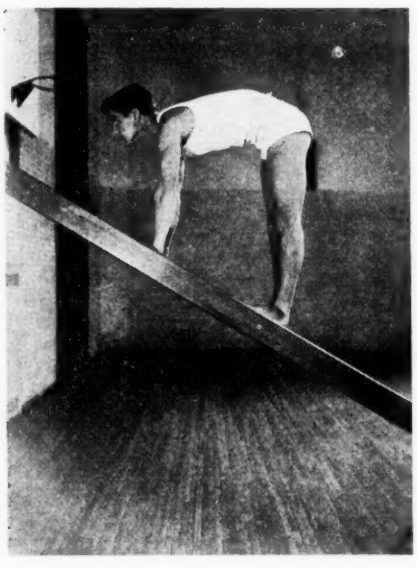
When this completed position is properly assumed the body will not be in contact with the pole but will be at a distance of about ten inches from it. The arms may remain bent or they may be straightened out. In case the arms are still bent, without changing position or straightening the legs reach upward with the hands until the arms are straight. From this point, all that is necessary to climb is to straighten the legs and bend the arms. Follow this by reaching upward with the hands, then raise knees high assuming the previously mentioned climbing position. Continue as from beginning.

Note: It will be found very helpful when raising the knees in assuming a new position to shove the pole away from you with the near leg. In fact, you are shoving yourself away from the pole

(Continued on Page 58)

Natural climbing exercises on ladders





CANNED FOODS IN INFANT NUTRITION

I. Evaporated Milk

No phase of human nutrition has been more intensively studied than has that of infant nutrition. As a result of numerous investigations, much valuable information concerning the nutritive requirements of infancy has been accumulated. In addition, the quantitative nutritive demands of early life have been established within reasonable limits.

Along with advances in our knowledge of the science of nutrition have come changes in the older ideas concerning infant feeding. It is now an accepted fact that properly modified cow's milk can successfully supplement breast milk —in fact, where necessity or expediency demands, cow's milk properly modified and properly supplemented, can meet fully all nutritive requirements of infancy. As far as proper nutrition is concerned, the "bottled baby" of today starts on life's road with brighter prospects than did his fellow-being of a generation ago.

Evaporated milk is particularly well adapted to preparation of milk formulas for infant feeding. Numerous studies, laboratory and clinical, have demonstrated its nutritive values—ample practical medical experience has proven its worth in infant nutrition. From the wealth of available literature, we have selected the following concise summary which describes this canned food and outlines those characteristics by virtue of which it is held in such high esteem as an infant food (1).

(1) J. Am. Med. Ass'n 97, 1890 (1931)

1. Evaporated milk is pure fresh cow's milk with approximately 60 per cent of the water removed by evaporation under reduced pressure.

2. Evaporated milk is equal to pasteurized milk in all important food values; it supplies those vitamins which milk can be depended on to supply and in practically equal quantity.

3. Evaporated milk is sterile and therefore is the safest milk obtainable; it cannot introduce pathogenic micro-organisms to nduce diarrhea in infants.

4. Evaporated milk casein curd in the stomach has a finer granular and softer texture or structure than that produced from raw or pasteurized milk; it resembles in physical structure the curd of human milk.

5. The fat of evaporated milk because of the homogenization processing is more finely dispersed than the fat of ordinary milk and therefore it is more readily acted on by digestive enzymes.

6. Evaporated milk is more speedily digested than raw or pasteurized milk or milk boiled only a very short time.

7. Evaporated milk is usually less allergic than raw or pasteurized milk.

8. Evaporated milk is one of the most convenient and economical forms of milk for preparing infant feeding formulas.

9. Evaporated milk enables introduction of more milk in the diet because it is concentrated.

10. Evaporated milk is considered by many pediatricians to be the best form of cow's milk for preparing the baby's formula.

• • •

The Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Committee on Foods of the American Medical Association.

AMERICAN CAN COMPANY

230 Park Avenue, New York City

Basis for Grading in Physical Education

By
HELEN M. REILY
Public Schools, Detroit, Michigan

ANY ATTEMPT to formulate a system of grading must first of all justify its very premise. If activities are not sufficiently interesting without some mechanical set-up such as grades, are they to be considered of value, or do grades serve other purposes than motivation or awards?

The giving of grades fulfills several functions in education. First of all, marks serve as a means of informing the student of his standing in the fulfillment of requirements necessary for advancement in our formalized system of education—for promotion, graduation, college entrance, and college graduation. They serve as a token of self-respect to the individual as he compares himself with other members of his group and their standards. Perhaps their greatest advantage is the establishment of some basis whereby the teacher is better equipped to help the pupil. Occasionally (1)* marks become an end in themselves for some individuals; this is the most injurious feature of their use.

Theoretically, marks should not be given for motivation, as the subject should be sufficiently interesting in itself so that no grades are required, but at present the "educational clay" which is to be molded is not sufficiently selected for such an idyllic philosophy. Therefore in many practical situations marks serve both as rewards and as valuable stimulation for further achievement. The psychological value in satisfaction, essentially a social quality, has profound emphasis here. The whole question of awards for scholarship, athletics, camps, dramatics, etc., is inherently bound up with this same principle.

If we are to accept these principles for education in general, then physical education, it would seem, if it is to retain an academic standing, must also fall in line. At its present status physical education cannot afford to pioneer in a field so firmly established. The problem is therefore to make our marks in physical education as truly objective measures of accomplishment as possible. Definite standards in all phases of physical education including personnel, time allotment, credit, programs, teaching, methods, classification, and achievement of pupils—as well as for grading—must be set up. The questions of how these standards are to be set up, and the criteria for their selection are problems definitely concerning us here. What standards and method of grading shall we use in physical education? How can they be determined objectively? What shall our marks indicate—performance, ability, or accomplishment?

THERE are several marking systems in use at the present time, each having its advantages and disadvantages, both for education in general and physical education (2) in particular.

Let us consider the following methods and specific tests formulated for physical education:

1. *Passing—or Failing.*—A single standard of performance is set up, and the individual either "sinks or swims." This system is easily administered, but there is opportunity for grave injustice here if the individual is a border-line case. It is too broad a classification to be of much psychological value to the student. It may also encourage carelessness if poorly administered, as the individual may believe he is farther above the danger line than he really is. To counteract this the student must know definitely the standards required, and how far he has measured up to them.

Various tests used in physical education built on this basis are subject to the same comments. These include (*a*) the Athletic Badge Tests; (*b*) Philadelphia Age-Aim Charts; and (*c*) Brace Motor Ability Test.

2. *Setting Up a Minimum Standard with Additional Points for Additional Performance.*—It is important that a student know just what is expected for each mark. Reilly (3) employs such a system in athletics when he sets up definite requirements for various classes of boys and girls. Although superior performance above minimum standards is rewarded, there is no mark or award for a performance below standard, and no mark distinguishing failure from inferiority.

3. *Setting Up a Three-Division Group—Inferior, Average, and Superior.*—This has much the same criticism as the above. There is no distinction between failure and inferiority, or between superiority and passing. The performance levels are too far apart. This system will serve as a rough classification covering the entire range of performances.

Such tests as the efficiency test of the University of California, the Ohio State plan, and Cozens' General Athletic Ability Test use this classification as a basis for the test.

4. *The Five-Division Plan.*—The five-division plan—existing under such forms as A-B-C-D-E, 1-2-3-4-5, etc.—is probably the best existing method (4). The actual distribution of grades very often conforms closely with the theoretically predetermined distribution with the largest homogeneous group at the central median, tapering evenly above and below the mean—the distribution of which might be according to what is known as the Missouri plan (5), somewhat as follows:

A	B	C	D	E
3	22	50	22	3

This would be represented as a normal curve if drawn to scale.

There are various other percentages of distribution, scaled on both a normal or a skewed curve, used by

* Numbers in parentheses refer to bibliographical references listed at end of article.

different authorities, of which the following suggested by Cottell (6) is quite widely used:

A - B - C - D - E
10 20 40 20 10

5. *The Percentage System Where Pupils Are Graded on Any Scale from 1 to 100 Is Too Minute.*—Unless the units can be defined they are useless objectively. This system obviously serves well in instances requiring minuteness of marking. Metcalfe in California uses such a system, and the Los Angeles Achievement Expectancy Tables are constructed on this basis.

6. *The Point System.*—Still another system greatly in vogue in marking physical education is the point system. This has the advantage of providing a graded scale of performance covering a wide range of ability for all. It is objective and the students can easily figure out their own point total and grade. It is an easy and therefore popular means of stimulation, though probably the most artificial as well. On the other hand, it is very cumbersome to administer, and sometimes indefinite as to the meaning of the scale. Students are apt to lose sight of the end to be attained in an attempt to secure points.

7. *Points May Increase on the Scale of Values for Equal Performance Increments as in the California Decathlon System.*—The units of events must be the same, however, as McCloy (7) has shown in his performance curve that an increase of one inch in a broad jump is not necessarily equal to an increase of one inch in the high jump. More points are awarded for skilled performance, although it is assumed here that each individual has the same peak of performance.

8. *Increase of Performance around Median.*—Contrary to the emphasis on skilled performance another scale awards more points for increase of performance around the median, and less at the higher and lower levels—as in the decathlon system used in Detroit (8). Here the scoring system is arbitrarily set up for the purpose of bringing an individual up to group average in a number of events, the emphasis being placed on all-round development.

9. *Class-Ranking System.*—Still another method that is growing in favor, especially at college levels, is the class-ranking system (9). Such a system is fairly simple for the class teacher of a small highly selected class, but needs careful administration to allow for deviation between various classes and more heterogeneous groups, and for the assignment of an arbitrary value to the various ranks for the purposes of record.

Several other scales and devices, such as McCall's (10) method of T-scaling, have been complied, but as yet have not been as widely used as the above. The practice of having the members of a class grade their fellow classmates according to definite standards might sometimes serve as a guide or check-up to the teacher, but should not be accepted as a final judgment.

THAT the whole question of marking in physical education is still unsettled is evidenced by the very number of methods attempted. Grading has long been a controversial subject in education owing to the fact that there were no tangible objective standards. Physical education as well as other academic subjects has been guilty of basing marks on teachers' subjective opinions. Grades were formerly and too frequently still are based on the pupils' attendance, conduct, effort, and attitude hastily and subjectively determined by the teacher. If standards are to be set up for physical education they must be properly attained. In our recent fervor for testing, however, we must remember that the term "standards" includes more than test results. For example, state requirements in physical education cannot be met by mere requirements of time allotment and attendance, but active participation and attainment standards must be fulfilled satisfactorily. Some means of measuring this attainment must be formulated. A great deal of work has been done in the field of tests and measurements in physical education—tests of neuromuscular skill and organic efficiency—but it still is a question as to whether or not tests in specific football skills, for example, are accurate tests of a boy's ability to play a game of football. Obviously they are only partial aids in determining the boy's ability; but how then are we to determine his grade objectively, rapidly, and with as little bookkeeping as possible (because of our present pupil load)?

WE MUST now remember that the whole of the foregoing discussion has resulted from an attempt to formulate a practical system of grading. Although intended primarily for elementary schools, the following program is adaptable to junior and senior high schools as well—in any situation, regardless of facilities, size of class, number of teachers, etc. A five-division scale using A-B-C-D-E method or 1-2-3-4-5 system is used.

Items to be considered in grading physical education in elementary schools are:

A. Technical skills (technical learning)

I. Groups classified into homogeneous groups, either

1. According to ability as determined by various tests such as Rogers' Strength Test (11) or Brace's Stunt Test (12).

2. According to a formal classification plan, such as Reilly's (13) system of exponents using age, grade, weight, and height, or the simpler plan of classification such as used in Detroit (14) where the class is found by multiplying the age by eight and adding the weight. The Detroit classification plan is given here:

8 Age plus Weight—Class

Senior 7th and 8th		*Junior 6th*	
220 and over	—Class 1	205 and over	—Class 5
205-219	—Class 2	185-204	—Class 6
190-204	—Class 3	165-184	—Class 7
189-under	—Class 4	164-under	—Class 8

Juvenile 5th and under

170 and over	—Class 9
160-169	—Class 10
150-159	—Class 11
149-under	—Class 12

Actual achievement—measured in terms of above groups. Skill tests in fundamental movements, such as hopping, skipping, climbing, etc., in dancing, stunts, games, calisthenics, apparatus, or other program content. Such tests as given by Anderson (15), Detroit (16), and California (17) are samples of tests in this line. Other tests can be formulated by the teacher to fit the group.

B. Knowledge (associated learning)

(Continued on Page 58)

Intramural Program for High Schools

within the Regular Physical Education Class

By

L. F. HOLDEN

Director of Physical Education,
Oberlin Public Schools, Oberlin, Ohio

ONE OF the more common intramural plans of athletics in use in our schools today is the arranging of game schedules in the respective sports to be carried on as after-school activities, and the basing of the various teams competing on their school classification, homerooms, clubs, etc. The general aim of this intramural program is to provide actual game participation for the numerous students enrolled who are not taking part in the various interscholastic sports.

Such a plan has many good features and meets the needs in many high schools, but on a little closer observation there arise several difficulties that are rather hard to solve. First, a great many of the students do not participate throughout the year; second, outside activities and home work often interfere with the regular schedules; third, very little direction is possible in developing team play and technique with the individual teams or players.

After several years of work along the above intramural plan and of struggling with the various difficulties mentioned, I found that the program outlined below offered a possible solution. It works out very successfully in the smaller high schools where athletic facilties and time for intramural activities are limited.

The program is carried on entirely within the physical education classes. It includes the aims usually held for intramural athletics and is carried out under the direct supervision of the director at all times. Also for those who advocate a complete game program for their physical education classes, it provides a very convenient plan of organization. However, in the more varied programs of physical education that include formal work, apparatus tests, and health education, the most satisfactory way to carry out this intramural program is to use the intramural work on alternate days. That is, if three days a week are given over to physical education classes, the first day is devoted to the intramural program, the second day is devoted to the other phases of physical education work, and the third day the intramural work again. Such a plan gives variation in the classes and makes possible a well-rounded physical education program.

FOR further discussion a brief outline of aims and procedure might clarify the program as follows:

Aims—

1. Develop the adolescent boy.
2. Develop leadership.
3. Develop team play and initiative on the part of the players.
4. Develop sportsmanship.
5. Interest every student in playing one sport a season.
6. Provide for rivalry and competition between teams.
7. Interest every boy directly in some team.
8. Give a purpose and plan in a game program.

Procedure—

1. Outline the different sports for the year.
2. Organization of gymnasium classes.
3. Preliminary training in game fundamentals.
4. Picking class teams.
5. Class teams practice for perfection.
6. Championship games.
7. Awards for winning players.

The aims of the program as outlined are familiar to everyone connected with physical education work, and further discussion is not necessary. So by keeping the aims in mind, let us see how the program works out through the school year.

First, at the beginning of the first classes in the fall, as the boys appear for their respective classes, each one is given a card with the following outline of sports for the year.

Fall	*Winter*	*Spring*
(Sept.-Oct.)	(Nov.-Dec.-Jan.)	(April-May)
Touch-Football	Basketball	Playground Ball
Cross-Country	Handball	Track
	(Feb.-March)	Tennis
	Volleyball	Golf
	Wrestling	Boxing

This list of sports is only tentative; more sports might be added in their respective seasons. The sports used depend entirely on the facilities available. Each boy is required to sign for one sport a season throughout the school year. One thing that has been watched very carefully in the outline of the sports is that the sports taking place each season are such that the two types of boys are provided for, namely, the weak, timid, bashful boy and the bold, daring, robust boy. For instance, in the fall sports the first type boy would much rather take part in running cross-country than in touch-football; and so on throughout the year, the weaker and more timid boys would choose sports as basketball, volleyball, tennis, or track, while the strong and robust boys would choose sports as touch football, boxing, basketball, wrestling, track, and playground ball. Regardless, however, of his temperament or physical makeup, every boy will have an opportunity to exert himself to his fullest extent by participating in any of the sports outlined.

The cards are filed by the instructor for future reference in the different sports during the year. It may

be that boys will change their attitudes toward different sports as the season approaches, and might prefer another sport than the one they had decided on in September. They should be allowed the privilege of changing any time before the beginning of the sport. Boys do much better work when allowed to participate in those games in which they think they are most adept.

Boys who are physically developed enough to make the regular varsity squad in the sports of the respective seasons can well be excused from this phase or all of the physical education program. It would mean very little added development, and boys on varsity squads usually find very little fun in playing with someone who is not of an equal physical ability or strength. However, boys on the varsity squads make very capable class assistants, and this provides an excellent opportunity to develop leadership in them.

Second, the organizing of the classes as they report in the fall will vary according to the school system in which one is working. In some school systems the physical education classes are selected from study halls, in other school systems classes are selected according to school classification—freshmen, sophomores, etc. The system used makes little difference with the program outlined here. As each boy signs his sport card in his respective gymnasium class, the instructor has a chance to check over and balance the strength of the classes in each sport, and any change necessary may be made then. After the number in each sport in the classes is fixed for the semester or year, the next step is to arrange the boys in each sport in teams, or for individual competition.

Then, as the sports in their respective seasons are organized, the teacher selects or allows the boys in the different sports to select the captains. In case of team sports a captain is required for each team; in sports involving individual competition (boxing, wrestling, cross-country, etc.) one captain is sufficient for the entire squad of players. The captains in the team sports are allowed to choose their own squad from their class. The number of squad teams depends, of course, on the number in the class. There should be at least two more than the regular number required on the team in each squad. This provides for absence, sickness, or injury. The position of squad captain provides an excellent opportunity for the captains to express themselves, to command respect, and to cooperate and work with other boys. The rest of the squad should respect him as a leader and be ready to carry out his directions at all times. The instructor should be on the alert to change captains if at any time they show signs of indifference. Some definite period should be set aside each week when the entire corps of captains in the classes can meet with the instructor and talk over various points within their squads, and receive instructions in the respective sports.

The easiest and most definite way of providing instruction in the various sports is through the captains. They learn the different skills, game strategies, plays, and rules, and then endeavor to develop their own teams with further help from the instructor in the regular classes. They are important factors in arousing team spirit and enthusiasm among their respective groups.

Third, a certain period of time, at the beginning of each sport, is given over to practice and to developing team play and skills with each team. At least three or four class periods are necessary for this part of the training. In the individual sports this time can be given over to developing form, technique, and discussion of major rules. Then after each captain has had an opportunity to organize his team, a series of contests are carried out within each class, everyone taking part. A round-robin tournament is most satisfactory for this series of games. It gives everyone in the classes an equal opportunity to take part and experience regular contests. With the individual sports a challenge tournament is most satisfactory because it gives everyone an equal opportunity to show his ability.

Fourth, after a rather extended series of contests within each class, the captains in each class meet with the instructor, and pick a representative class team to represent their class against the representative teams of the other classes in a series of games after school, so arranged that every player can attend. The picking of the class teams is a momentous task for the captains alone; the assistance of the instructor is necessary. No definite plan is used except that the best players in each class are to have a place on this team. In the individual sports the captain naturally selects those boys who have shown the most ability in the challenge tournament.

Fifth, now that the class teams have been selected, each player on the team finds himself working with someone his equal or possibly his superior. The object now is to mold the selected players of the class into a well-organized team. All the captains within one class work together in developing this team. Up to this time everyone in the class has been striving to make this class team, and in every game within the class has had that as his goal. Now that he has been chosen on the picked class team, his next goal is to work hard and perfect the team play in order that his team may win the championship in that particular sport. The last couple of weeks of the sport should be given over to this team perfection, and practice against the other teams within the class picked by the instructor from the remaining players of the original squads. Except for these practice games, those last weeks find a lull in the activity of the boys not on the class teams but they should be turning their eyes toward the new sport to follow, and be ready to support their team in the championship games.

Sixth, the championship games and matches are played between the different gym class teams. The type of tournament plan used here might vary according to the time available for the game and the number of classes competing. Usually two or three evenings are sufficient to decide the championship. A round-robin or elimination tournament may be used for this play-off. The teams winning the championship and the runner-up are eligible

(Continued on Page 55)

Indoor Archery Equipment

By

NATALIE REICHART

Department of Physical Education for Women,
Oregon State Agricultural College, Corvallis

INDOOR archery has gained the attention of many archery enthusiasts during the winter season, and would probably have many more followers were it not for the limitations of the ordinary gymnasium in the setting up of equipment. Even where a room is available which supplies the desirable thirty-yard range, the problem of setting up targets and hanging suitable backstops seems insurmountable. The Women's Building Gymnasium at Oregon State College has developed a set-up which has proved highly satisfactory in its use by women archery students and by members of a local archery club, composed of both women and men.

The main gymnasium of the building is in constant use for games requiring a variety of equipment—such as basketball, volleyball, badminton, etc. —so it was necessary that all equipment be easily moved and easily accessible. It was also desirable that all equipment be reasonably priced. The first consideration was the construction of targets which should be easily set up, easily moved, durable enough to stand up under the use of men archers shooting rounds of ninety arrows at thirty yards, and inexpensive.

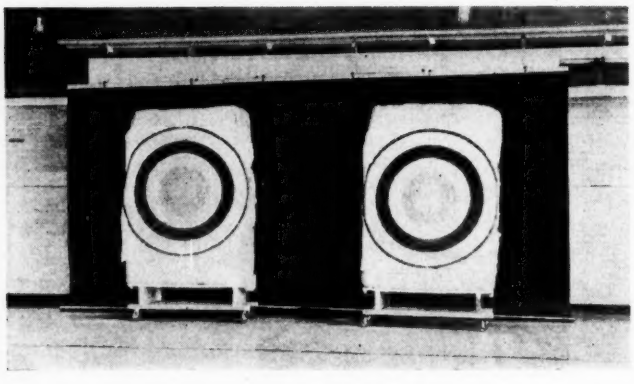
Wooden supports were made (Figs. 1 and 2) having a floor and back which were wide and high enough to support three bales of straw, placed edgewise, one above the other. It was found that wool sacks—large burlap bags used for wool—were just the right size to slip over each straw bale and make envelope corners at the ends. The burlap covers served to prevent the straw from littering the floor. A heavy clothes-line wire, equipped with turnbuckles, was placed around the bales so that they might be held firmly together and not allow arrows to pass between the bales (Fig. 3.) The whole equipage was mounted on a set of four rubber-tired casters, so that it could easily be moved from one part of the gymnasium to another, or out into an adjoining hall.

All the advantages of such a target are not immediately apparent. The entire cost of the set-up was about that of a good target and stand. The center bale of straw will last as long as the center of a good target, and it is a simple matter to shift the bales about so that each may in turn be the center, thus lasting three times as long as a single bale. To be sure, the wool sacks will have to be replaced, but as the faces of the bales may be shifted about so that they alternately receive the heaviest fire of the arrows, they may be made to last for some time. Again, the value of the bales of straw is not lost as far as the animals for which they are intended are concerned, and a sympathetic purveyor of baled straw may be willing that you go on indefinitely exchanging the much-shot-at bales for fresh ones, for no cost but that of the drayage.

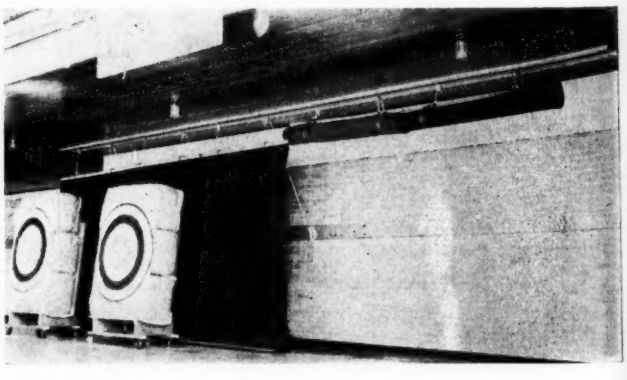
Another important consideration was that of backstops (Fig. 4), necessary from the standpoint of breakage of arrows and of spoiling the walls of the room if arrows miss the target. Felt pieces six feet by nine feet and three-eighths of an inch thick were purchased from a felt company. The price was quoted on pieces of felt which were made in this

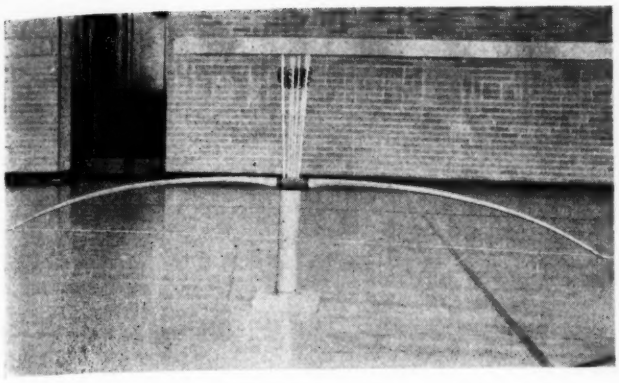
Showing arrangement of wires and turnbuckles (Fig. 3)

Targets in place in front of felt backstops (Fig. 4)



Showing how backstops are rolled when not in use (Fig. 5)

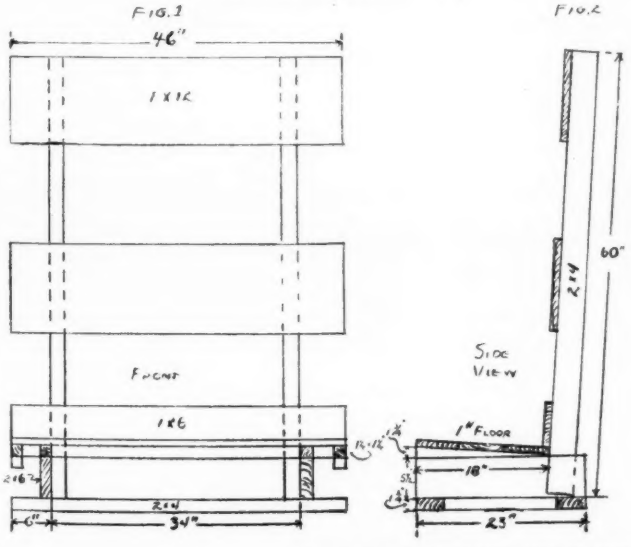




Type of indoor quiver made of bamboo, supporting both bow and arrows (Fig. 6)

particular size only, as felt drops of the size required would have increased the price materially. We figured that three pieces of this size would form a back drop for two targets which would be just as satisfactory and much cheaper than a single piece of the same area. It would have an additional advantage of being more easily handled in three small pieces than in one large piece, since felt of this thickness is quite heavy. The felt was mounted as follows: On one of the six-foot ends of each piece of felt was nailed a one-inch by two-inch wood strip. This formed the lower end which would drag on the floor when the drop was hung, and thus prevent stray low arrows from going through and hitting the brick wall. It also acted as a core on which to roll the felt when it was not in use (Fig. 5.) The other six-foot end was held between two one-inch by two-inch strips, and two feet from each end were attached ropes by means of a metal "U." The left-hand rope ran through a single pulley (which was fastened to the ceiling of the balcony which overhangs, and about three feet from the wall), then passed over the top to meet the right-hand rope, both passing through a double pulley and then being fastened on the wall with a metal cleat. Alongside of each rope attachment was fastened a web strap one inch wide and three feet long, held in place just below the buckle. This

(Continued on Page 56)



Indoor ARCHERY Equipment

For School and College Use

Excellent archery tackle, priced to meet the school budget

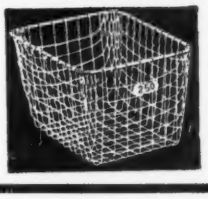
Write for price list and special school discount

Rounsevelle-Rohm, Inc.
Hazel Crest, Illinois

Archery

A COMPLETE LINE
BOWS · ARROWS AND ACCESSORIES
New low prices
• CATALOG ON REQUEST

FREDERIC A. KIBBE
COLDWATER, MICHIGAN
Manufacturer of Archery Tackle Since 1918



NO-GERM HEAVY SERVICE
LOCKER BASKETS

INSIST upon No-Germ Baskets (Look for Label). They equip many Gymns. Cost less—last longer. Assorted sizes. Consult your Dealer or Write Direct.
AMERICAN WIRE FORM CO., INC.
265-273 Grant Ave., Jersey City, N. J.

ARCHERY
Write for new low prices on school and college tackle

New Address:
CRAFT ARCHERY CO.
1739 S. Main
TULSA, OKLA.

AROUND THE COUNTRY

WITH J. E. ROGERS

The Presidents of the Eastern District Society of the American Physical Education Association since 1921 have been as follows: 1921, Carl Schrader; 1922, F. W. Maroney; 1923, F. W. Maroney; 1924, William H. Geer; 1925, C. H. Keene; 1926, C. H. Keene; 1927, C. H. Keene; 1928, C. H. Keene; 1929, Jesse F. Williams; 1930, Jesse F. Williams; 1931, Jesse F. Williams; 1932, Marjorie Bouvé; 1933, Jay B. Nash; 1934, Jay B. Nash.

* * *

Edgar Everts, State Director of Minnesota, has done a remarkable job in that state in the development of rural physical education. Special mention should be made particularly of the rural field days and play days. Most counties and districts in Minnesota are developing these splendid outdoor spring demonstrations.

* * *

A very fine and important meeting of the National Society of State Directors of Physical and Health Education was held in connection with the American Physical Education Association convention at Pittsburgh.

* * *

The Central District meeting of the A.P.E.A. at Omaha was a great success from every point of view. This was one of the best organized conventions. The set-up was perfect. The local committees under Miss Carrick did a marvelous job. However, the outstanding feature was the demonstration on Friday night. Over six thousand people were in attendance and forty-two hundred participated.

* * *

Our good friend, Mr. A. H. Pritzlaff, City Director of Physical Education, Chicago Schools, has developed a very fine dental program in cooperation with the state and city dental associations. Recently a very fine, intensive examination was made of all the school children in one of the large schools. Every child was X-rayed with fourteen pictures revealing the definite need for dental protection and care.

* * *

The South Carolina Physical Education Association has a splendid printed bulletin and in Number 2, Volume 3, an excellent article is presented by Miss Mary C. Coleman under the title of "Physical Education in Our Schools Tomorrow." We quote a sentence: "Physical Education has a very definite unit in the pattern of our schools tomorrow. This means that Physical Education must conform absolutely to that pattern—that Physical Education has no methods, no principles, no objectives but those in general education."

* * *

Coach Ray Welsh of the Sayre Junior and Senior High School, Sayre, Pa., offers ten sports on his varied intramural sports program: Touch football, soccer, volleyball, basketball, foul goal shooting, boxing, wrestling, baseball, track and field, and tennis. Two leagues—major league in senior high and minor league in junior high. With the close of each class schedule, homeroom tournaments are held in each sport.

* * *

One of the very best state manuals of health and physical education for the secondary schools has been published by the Ohio Board of Education. Dr. D. Oberteuffer should be congratulated on this excellent presentation. Of course, the "Manual of Physical Education Activities for Elementary Schools" by Neilson and Van Hagen is famous.

* * *

Louis Schroeder has gone to Pittsburgh to succeed W. C. Batchelor as superintendent of recreation.

* * *

C. W. Savage has retired as head of the Department of Physical Education and Athletics at Oberlin College.

Miss Helen Smith of Cincinnati was elected President of the Mid-West Society at the Milwaukee meeting; Mr. W. K. Streit of Cincinnati, Secretary-Treasurer. Bill Streit was also elected President of the Ohio State Physical Education Association. Mr. Birch Bayh, who was elected Vice-President of the Mid-West Society resigned upon his appointment to his new work at Washington, D. C., and Professor J. H. McCulloch of the Ypsilanti Normal College was appointed to this office.

* * *

Miss Anne Hodgkins who did such fine, effective work as field representative of the Women's Division of the N.A.A.F., is now carrying on an excellent program of recreation for the Girls' Service League.

* * *

Ohio State University has three pools in its splendid, new physical education sports building. They have perhaps the best aquatic set-up in the country.

* * *

Mr. W. H. Orion, State Director of Physical and Health Education, California, has sent in the programs of two splendid meetings recently held in San Francisco. One was a Conference on Problems of Professional Education in Health, Physical Education, and Recreation. Some of the topics were: Should Physical Education Instructors be held Responsible for the Secondary School's Health Education Program; The Problem of the Professional Education of Recreation Workers; The Cost of Physical Education in Our State Teachers Colleges; Desirable Requirements for the California Physical Education Credential. The second meeting was the Fifth Annual State Convention and the Second Annual Convention of the Southwest District of the American Physical Education Association. There were many interesting topics. Some of those at an invited panel were: What Should Be Taught in Physical Education to Insure Better Training for Leisure Time?; Are We Changing Our Teaching Techniques?; What Are the Possibilities of Co-Educational Physical Education in Secondary Schools?; What Is Our Responsibility for Changing the Attitude of the Public Toward Physical Education?

* * *

A very valuable and helpful book which should be on the shelves of every physical educator is *Handbook for Camp Counselors*—a contribution to camping made by the Pacific Camp Directors Association—edited by Rosalind Cassidy, Chairman, Department of Physical Education, Mills College, California, and Homer Bemiss, Executive, Boy Scouts of America, Oakland, California. Write to Mr. Homer Bemiss, P.O. Box 796, Oakland, California, for copies.

* * *

Dr. John F. Bovard is President of the Northwest A.P.E.A. District; Helen N. Smith, President of the Mid-West District; Louis E. Hutto, President of the Central District; Dr. Harry A. Scott, President of the Southern District; Franklin J. Gray, President of the Eastern District; and W. R. La Porte, President of the Southwest District.

* * *

Ping-pong is developing rapidly throughout the country. The Bureau of Recreation, Chicago Public Schools, under Herman J. Fisher, had nearly seven thousand people participate in a ping-pong tournament. The school recreation department also had thirty-six hundred wrestlers in programs on all the school playgrounds. The Bureau of Recreation operates over sixty school playgrounds. Thousands also participate in checker tournaments which take place on every playground.

* * *

At the A.P.E.A. convention at Pittsburgh, the people of Pennsylvania gave State Director Moorhead a testimonial dinner.

My good friend, Professor William R. LaPorte of the University of Southern California, has sent me two very interesting and helpful pieces of material. One is a copy of the regulations governing food handlers for all cafes, restaurants, fraternities, etc. on the campus of the University of Southern California. They have been established and are effective as of the present school semester. They embody the major provisions of the Los Angeles Local Ordinances of the Health Department, also the California State Health Regulations, together with certain additional specific requirements that the University is enforcing as a local campus regulation. It is their hope that by such procedures they might minimize the dangers of food poisoning and transmission of disease as well as to insure students and faculty members good clean food served in a sanitary manner. The other material is a new set of Physical Achievement Standards which they have just completed and are putting in force for their men majors in physical education. Every man major applying for a teaching credential is required to demonstrate a thorough understanding and performance ability in every one of the fundamentals listed. These are established as minimum in order that the University may be assured that each one will be capable of demonstrating and teaching these activities with a reasonable degree of skill.

* * *

Strong Hinman of the Wichita Public Schools, Wichita, Kansis, taught last summer at the University of Colorado.

* * *

Miss Helen L. Coops, Assistant Professor of Physical Education, University of Cincinnati, is developing splendid programs and projects as Chairman of the Ohio Committee on Women's Sports, Amateur Athletic Union. She has recently sent me a copy of the newly adopted policies of this Committee and they are most progressive.

* * *

The following is an extract of a letter received from Paul Krimmel, Director of Physical Education, Syracuse, New York: "While I am writing you concerning the 1936 Convention, it might be of some interest to you to know that the Department of Physical Education in Syracuse last March again conducted two big Health and Physical Education Exhibitions in which approximately 1,000 Junior and Senior High School boys and girls participated. The proceeds of these exhibitions will be used to replenish the depleted school welfare fund which is used to purchase clothing and books for needy children."

I quote from an editorial in the *Syracuse Journal,* March 12, 1935, about the splendid demonstration put on by Mr. Paul Krimmel in the Syracuse Schools: "Twice recently 1,000 Syracuse junior and senior high school boys and girls gave a striking demonstration of rhythm in mass drills. No one who witnessed either of these performances could fail to be convinced of the effectiveness of the work being done in the realm of physical education in our city schools. Dr. Hiram A. Jones of Albany, state director of physical education, who came to Syracuse to witness the drills, saw them as something filling a need in American life. 'We have lost our rhythm. We don't click,' declared this educator. He regards rhythm as an important factor in making possible teamwork. Teamwork is indeed a factor not to be discounted in meeting the problems that face the Nation. There is no conflict here with the principle of individualism. The sort of teamwork which has built America is not the dull regimentation observed sometimes in Europe and favored by some for this country. It is a quality of the spirit which enables diverse minds to work freely, yet in harmony, for the advancement of the common good."

* * *

Louisville, Kentucky, is carrying on a very fine intramural program. For the fall quarter of 1934, Junior and Senior Division, a total of 11,828 participated in touch football, soccer, speedball, volleyball, golf, tennis, basketball, playgroundball, swimming, cageball, handball, hockey, boxing. In the fifth and sixth grades, a total of 1,194 participated in kickball, batball, longball, playgroundball, newcomb, volleyball, track events, potato race.

This is the Time of Year when the Mystery of

Satisfactory Fit By Mail

Must be Explained

It may seem a bit strange to send your order so many miles away. On the stage, you know, dancers are continually traveling. We *had* to perfect a system which would permit perfect fit in shoes, costumes, hosiery and accessories by mail—and guarantee it. So you, in your school, benefit by this opportunity of selecting, with absolute satisfaction, from one of the largest stocks in the United States.

Tap Shoes

Student model, black patent, theo ties, taps free is our price leader at $2.75. The Professional Tempo model is a better buy, suitable for street or stage, is full kid lined, has rigid support and combination heel. Taps included. Patent, $3.50; white kid, $3.50.

Nature Sandals

An inexpensive shoe for acrobatic or interpretive dancing. Softness permits immediate shaping to foot. Tan, black or white leather with genuine elk sole, $1. With crepe rubber sole, $1.50.

The Leoway Sandal is the best of all around, long wearing sandals. Durable, flexible, full kid lined, tan, black or white leather, $2.95.

Get your copy of the new catalog.
Special prices on quantity orders.

ADVANCE
Theatrical Shoe Co.

159 N. State Street, Chicago
168 West 46th St., New York City
6412 Hollywood Blvd., Hollywood, Calif.

"How We Do It"

Ohio A.A.U. Sports Rodeo

THE Ohio Association, A.A.U., has been promoting an educational activity in Cincinnati for the past three years which it respectfully commends for trial in other parts of the country. For want of a better name, James Cunningham, President of the Association, christened it the "Sports Rodeo."

Every sport committee chairman is called into conference and asked to arrange a demonstration of his sport and confine it to approximately twenty minutes. He is asked to provide an announcer who is thoroughly familiar with the sport and who has a good voice, to give an explanation of the technique involved in playing the game, the rules or changes of rules involved, perhaps a brief history of the sport, and the extent to which it is played in America and abroad.

For the past three years, the Sports Rodeo has been conducted in the men's gymnasium of the University of Cincinnati with W. K. Streit, Director of Physical Education in the Cincinnati Public Schools, acting as general committee chairman and master of ceremonies. There has been no charge for the use of facilities, no admission fee for the public, and no expense to the A.A.U., since each committee is responsible for the appearance of its performers and for any equipment which it will require in the demonstration.

The attendance has grown steadily, until the facilities of the University Gym have been taxed by sport-loving fans eager to learn something of the development in the field of athletics and to broaden their own interests in this direction.

Following is a brief outline of the third annual Sports Rodeo conducted on Saturday evening, February 23:

Time	*Activity*
7:15 to 7:45	— Swimming, diving, and water games exhibited by high school and university students.
7:45 to 8:05	— Wrestling bouts including a demonstration of holds and breaks used in amateur wrestling.
8:05 to 8:25	— Volleyball—showing methods of service, set-up and kill, offensive and defensive play, a game by two men's teams, and a game by a mixed group of men and women.
8:25 to 8:35	— Chair pyramids by a group of gymnasts.
8:35 to 8:50	— Weight lifting—a demonstration of the various kinds of lifts and presses used in this sport.
8:50 to 9:00	— Fencing—showing foils and sabres with styles of attack and parry.
9:00 to 9:10	— Recreational and competitive walking—showing the difference between them and finishing with a walking race.
9:10 to 9:20	— Double parallel bar stunts—a demonstration of the possibilities of utilizing the rhythmic swings in pleasing waltz combinations.
9:25 to 9:35	— Women's basketball—showing the difference between women's and men's rules; the center jump and center toss in the women's game.
9:35 to 9:45	—Tumbling activities by university girls in one section and Turnverein men in another.
9:45 to 9:55	— Apparatus work on the side horse and parallel bars by high school boys and men.
9:55 to 10:05	— Club swinging demonstration by Turner ladies.
10:05 to 10:15	— Soccer football demonstration showing footwork, passing, heading, offense, and defense.
10:15 to 10:30	— Track and field activities giving the technique of the high jump and sprint.
10:30 to 10:50	— Boxing bouts in three weight groups by boys from the local athletic clubs.

W. K. Streit,
DIRECTOR OF PHYSICAL EDUCATION,
CINCINNATI PUBLIC SCHOOLS

Physical Exercises

(Continued from Page 9)

to take part in the school physical activities.

In the public schools we have about 1.5 per cent of cardiac cases. The smallness of the group increases the difficulty of its handling. Yet we have to do something for them. One should remember that when a patient is told that his heart is defective it always causes a mental shock. If this diagnosis is supplemented by a series of unreasonably severe prohibitions, it will reflect harmfully upon the morale of the individual. We should prevent this by prescribing some protective exercises. A pupil with a heart defect may be a good scorekeeper, umpire, or water boy; or a special job can be invented. An experienced director can always find some games that will fit the condition of the patient. A special pedagogy should be used: restore the confidence, fit the exercises to the condition, avoid overdoing it, and use frequent periods of rest.

Dr. White of the Harvard Medical School suggests exercises in the following cases: hypertension, mitral stenosis, mitral incompetence, and aortic deficiencies, in which cases exercises were formerly even counter-indicated.

A handling of cardiac cases requires a particular care and even slightly unusual symptoms should be observed and reported to the supervising physician.

The Metabolic Diseases

Of the many disorders of metabolism we will consider only the following: diabetes, simple and toxic goiter, and obesity.

Diabetes.—Diabetes is characterized by the inability of the organism to utilize properly the carbohydrates, and a consequent discharge of sugar in the urine. Injections of insulin, extracted from the pancreas, remedy it.

The diabetic child in the school is a very recent problem. This is a testimonial to the remarkable progress of medicine, since before the discovery of insulin in 1921 the death rate was nearly 100 per cent, and as a rule the children did not live long enough to be a problem in the school. At present the death rate from diabetes is almost zero.

Dr. Priscilla White, who assisted Dr. Joslin for many years, considers physical exercises an invaluable aid in the treatment of diabetes.[5] Physical exercises increase the utilization of the sugar and make it possible to reduce the number of injections of insulin.

At present there are some outstanding varsity players participating in football, basketball, tennis, and even swimming in spite of diabetes. One thing should be remembered: insulin lowers the amount of the sugar in the blood. Sometimes this reaction is so sudden that an insulin shock is produced. People have even been arrested for drunken driving or disorderly conduct with the subsequent discovery that their behavior was due to a lowered sugar content of the blood after an insulin injection.

[5] P. White, M.D., *Diabetes in Childhood and Adolescence*, Philadelphia: Lea & Febiger, 1932.

Diabetic persons should dispense with a regular injection before a strenuous game. In case they have had an injection, it is a good idea to have some sugar before the game. If this is not done, the person will probably collapse during the game.

Because of the danger of insulin shock some sports should be avoided. Horseback riding, immediate driving of a car or motorcycle, and swimming are among the dangerous activities for the diabetic person.

Simple Goiter.—Since the cause of this disease is primarily a lack of iodine in the organism, which is due to either a faulty diet or a faulty utilization, there is no reason to consider this kind of goiter as an obstacle to the regular physical education program.

Toxic Goiter.—Toxic goiter is rare among children. In Albany, for instance, there were only seven cases out of two thousand two hundred children, one boy for every six girls. In this disease the metabolism is greatly increased and therefore the functions of all vital organs are increased. The heart rate is faster, the respirations are deeper and more frequent. There is also a marked nervous instability. The person gets tired very easily. A physical director should remember that any overstrain must be avoided. The child should be handled as if it were a case of heart disease.

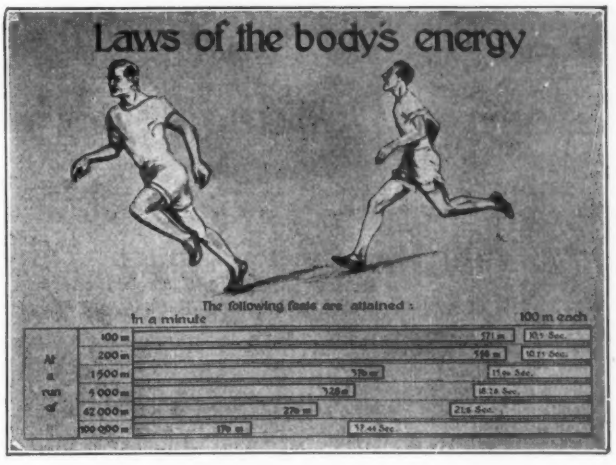
Obesity.—This is the most common affliction. Much has been written and spoken on this subject so that it has to be dealt with either at length or very briefly. The latter course will be chosen here.

There are, generally speaking, two kinds of obesity: one due to overeating, the other due to a disturbance of the glands of internal secretion, usually pituitary and thyroid.

The first type of obesity can easily be remedied through a restriction in the caloric value of the diet. Physical exercises are obviously beneficial, because they help to burn up the excess fat. Sometimes an increase in activity brings about the opposite result. It increases the appetite and the subject breaks the rules of the diet. The treatment of this type of obesity is very simple and yet it often fails, because it requires a certain will power which is often absent.

In obesity resulting from a glandular disturbance, physical exercises are not counter-indicated. One should not use exercises for the purpose of weight reduction in this case because it cannot be achieved in such a manner. When this type of obesity is confused with the simple overweight type, and efforts are made to correct it by ordinary means, it usually leads to bitter disappointment.

In dealing with obesity one should not be a reduction faddist. The family tree should be looked up before passing judgment on the subject. As far as the children are concerned, it is better for them to be overweight than underweight, the allowance being as much as 15 per cent above the average. Handling of overweight children requires some special precaution, because they get tired more quickly than average children and are more susceptible to injury of the bones, joints, and ligaments.



No. 7459

CHARTS: The chart illustrated is one of a series of 7 in our new Chart Catalogue, for special use in Physical Education, size 27 x 35 inches, lithographed in natural colors, hand mounted on muslin, with wood rollers top and bottom.

Price Each $5.65

Catalog will be sent on request.

VISIT OUR DISPLAY ROOMS AND MUSEUM

CLAY-ADAMS COMPANY

Headquarters for Anatomical Charts, Models, Skeletons, etc.

25 East 26th Street New York

IN the early days of training the

FOOTBALL PLAYER

is especially subject to sore and blistered feet, to muscle strains, aches and bruises. The coach or trainer will do well to treat these conditions with a poultice of Antiphlogistine, which, because of its antiseptic, decongestive and healing qualities, encourages healing in double quick time.

ANTIPHLOGISTINE

The Denver Chemical Mfg. Co.

163 Varick St. New York

Methods in Teaching Creative Dancing—*A Summary*

By

GENEVA WATSON

Ohio State University

METHOD is the organization and procedure used in presenting material to students to facilitate the learning process. In general, it is a means through which we help another, first, to find his starting place in this world of time and space; second, to throw open for him the various pathways that will give him the opportunity to gain experience; and third, to guide him over the rough places in such a way that he never loses sight of the ultimate purpose of life.

The ultimate purpose of life seems to be twofold; social and individual. We are here concerned primarily with the individual because this paper is to deal with the student dancer who has no professional aspirations concerning the concert stage, but who finds the dance adequate as a creative activity through which he may enrich his own life. Of course the social aspect is not entirely forgotten, but we are proceeding on the assumption that the individual who has become a unified harmonious personality in his own terms is a valuable person to society.

In presenting any material, it is essential that students and teacher both aspire to some ideal, and build a philosophy. It is not necessary that we all aspire to the same ideal or that our philosophies agree, neither is it necessary that an individual's ideals or philosophy remain static, the important thing is that there is an ideal, a goal to be attained. So in teaching, it is important that the means should not grow to such proportions that the ultimate aim and purpose of all learning is swallowed up in an intricate and cumbersome technique that becomes an end in itself and will not allow for the fullest expression and intellectual freedom of the individual. Therefore, in building a technique it is necessary to distinguish between those forms that are based upon fact and the forms based upon style, quality, and personality. The former gives the individual knowledge and control of his instrument and can be presented to groups without typing individuals. The latter is a problem for each individual, and the instructor is limited to a technique of encouragement, inspiration, and constructive criticism.

In presenting the material based on fact to college students we proceed along two lines which eventually merge into a single unit. On the one hand we try to give the student an understanding of the possibilities for movement in the human body. The human body is a segmented whole. It is capable of flexion, extension, and rotation in part, in progressive parts, or as a complete unit. Material is presented to develop skill in manipulating the body in all directions with emphasis on experiencing complete range of movement, complete relaxation, progressive relaxation, and complete tension. Parallel with the work on body mechanics is presented the fundamentals of rhythm. We experience stress, duration, and speed, then combine them into rhythmic units of measures, phrases, and completed compositions. Eventually these two lines of procedure merge. In some students it happens quickly, in others more time is needed, but whenever this phenomenon takes place, the student is ready to experience dance as dance, and fundamentals or techniques are used at the student's discretion in a conscious effort at creating dances for the purpose of conveying an idea or mood. The dance now becomes an expressive art for the individual and each student will digress according to his own personality.

The next problem for the teacher is group work. This involves the direction of individuals so as to give unity of feeling and then effect a merging of personalities and styles so as to develop a dance form adequate for the expression of a mood or idea that is beyond the capabilities of the individual.

A specific method or procedure becomes impossible as students progress. Method must be elastic so that it can be changed for every group in every different situation. We cannot be dogmatic and say that this is wrong and this is right. Change is essential if there is to be growth and creative thought. Every teacher must proceed according to her own method which is determined by the mingling of personalities, both group and individual, as well as by the possibilities and limitations of the instrument used in giving expression to thoughts and ideas.

1890 **Posse-Nissen School** 1935

GOLF COURSE
TENNIS COURTS

KENDAL GREEN, MASS.
(Suburban Boston)

HOCKEY FIELD
RIDING SCHOOL

Four year course leading to a B.S. Degree

Three year normal course in Physical Education

Three year course in Physio-Therapy

With a beautiful new campus of 28 acres, a strong faculty, and a new gymnasium, the school offers the best in physical education, in ideal surroundings.

DORMITORIES FOR WOMEN SUMMER CAMP SUMMER COURSES PLACEMENT BUREAU

***For catalog address* Registrar, Kendal Green, Mass.**

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

It May Interest You to Know---

IN THE September issue of the *Sporting Goods Dealer*, it is reported that, according to a survey made in fifteen states, over $35,000,000 has been allotted from Federal funds and sponsors' contributions through the WPA for recreational purposes, including recreation programs, athletic fields, tennis courts, playgrounds, swimming pools, bathing beaches, stadia, park construction and improvements, gymnasia, golf courses, and community centers.

* * *

AT THE Regional British Isles Conference of the New Education Fellowship, held at St. Andrews University, Scotland, in August, the theme was "Education and Leisure: How to Create a Democratic Culture." Among the speakers at general sessions, Dr. L. P. Jacks spoke on "Physical Literacy."

* * *

MISS EDITH EWALD, a teacher of physical education in the East Grand Rapids Schools, is spending the year as an exchange teacher at the Academy, Dollar, Scotland. The arrangements for the exchange were made through the American Association of University Women.

* * *

THE Twenty-Fourth Annual Safety Congress and Exposition of the National Safety Council will be held in Louisville, October 14–18.

* * *

PHI DELTA PI, physical education fraternity for women, conducted a camp for forty-seven underprivileged children from Milwaukee for two weeks this summer, at Merton, Wisconsin. This is the second summer for this venture, which was described in the JOURNAL for January.

* * *

MANY requests for information and material on health and physical education are received by this office, all of which we try to answer to the best of our ability. Frequently our answers take the form of references to other organizations in the field, which are better equipped than we are to deal with certain specific aspects of health, recreation, and education.

A number of organizations in these fields furnish valuable material for teaching purposes, free or at nominal cost, and also are helpful in answering questions on specific problems. A partial list of such organizations is given below, and others will be mentioned in these columns from time to time.

American Council on Education, 744 Jackson Place, Washington, D. C.
American Medical Association, 535 N. Dearborn Street, Chicago
American Social Hygiene Association, 50 West 50th Street, New York
American Public Health Association, 50 West 50th Street, New York
National Education Association, 1201—16th St., N.W., Washington, D. C.
National Congress of Parents and Teachers, 1201—16th St., N.W., Washington, D. C.
National Recreation Association, 315 Fourth Avenue, New York
Good Teeth Council for Children, Inc., Wrigley Tower, Chicago
National Tuberculosis Association, 50 West 50th Street, New York
Leisure League of America, Rockefeller Plaza, New York
National Safety Council, 1 Park Avenue, New York

* * *

AS MORE and more schools are equipped with motion picture projectors, there is an increasing demand for appropriate films for use in health and physical education classes. The *Physiotherapy Review* for July-August contains a list of films on

Physical and Athletic Directors

• •

Why be embarrassed by your soiled and stained gymnasium mats any longer, when for less than ½ cent per sq. ft. material cost using our method and cleaner your mats may be cleaned like new and ready for use in from 6 to 12 hours? Our method and results have received highest approval from leading equipment authorities, names on request. Price $1.75 per gal. F. O. B. Chicago.

(*Clean cleaned mats mean doubled life.*)

• •

Halverson Laboratories

308 W. Washington St., Chicago, Ill.

BOSTON UNIVERSITY
Sargent College of Physical Education

Founded, 1881

•

Academic degree of BACHELOR OF SCIENCE IN PHYSICAL EDUCATION granted on completion of four-year course in the theory and practice of Physical Education. Five months' instruction at Camp, Peterborough, New Hampshire, in June and September. A major course in Physical Therapy, given with the cooperation of the School of Medicine of the University, may be chosen at the end of two years. For young women graduates of high school, with particular qualifications. College Appointment Bureau for graduates.

•

ERNST HERMANN, *Dean*
6 Everett Street, Cambridge, Mass.

posture, physiotherapy, and orthopedics, which would be of interest in these fields.

Another interesting film which has been recently completed is "The Life and Growth of the Human Infant," prepared by the Yale University Clinic of Child Development in cooperation with the Erpi Picture Consultants, under the direction of Dr. Arnold Gesell.

* * *

THE game of beeball, which was described in the JOURNAL in September, 1930, has undergone important modifications recently, with a change in the size and shape of the ball used. The game now conforms more closely to the rules of regular football. Complete information concerning this game can be obtained from its originator, Clarence W. Beeman, 2416 Maplewood Road, Royal Oak, Michigan.

* * *

HEALTH pamphlets are best sellers at the U.S. Office of Education, according to a report in *School Life*, which reveals that 2,038,361 copies of the Classroom Weight Record were sold during 1934, and 277,600 copies of "Diet for the School Child."

* * *

WE ARE always proud to see articles from the JOURNAL condensed in other publications. Recently Dr. Ireland's interesting article on the administration of physical education appeared in condensed form in *School Management*, and Mr. Schrader's "Playing for Health" is condensed in the August *Health Digest*.

* * *

NATIONAL Dance Week was so successful last spring that it is planned this year to make it a year-round service to dance teachers, which will include actual dance routines and material for teachers, national contests, promotion aids, publicity material, and information and research service to members. Miss Lucile Marsh is the director of this new organization, and has headquarters at 54 West 74th Street, New York City.

* * *

O. H. GUNKLER of Berea College has developed an interesting combination admission-ticket-and-program, including a score card for the different events, for the annual track meet and tennis meet of the Kentucky Intercollegiate Athletic conference. It is printed on colored cardboard, and is very popular with interested spectators who find it useful in following the meet, and attractive as a souvenir.

* * *

A DEPRESSION-resisting expedient used by Neal G. Barfield at Emory Junior College is the use of old basketballs filled with cottonseed for medicine balls. The balls weigh from eight to twelve pounds, and cost practically nothing.

* * *

IT IS an indication of the increasing age of physical education as an established profession that each year now brings an increasing number of our leaders to the time of retirement from active service. Among those who have retired during the past year, we have noted the names of Miss Josephine Beiderhase of New York, Albert Ben Wegener of Drew University, Dr. Arthur Knoch, Dr. Robert Nohr, and Dr. Ernest Poos of Cincinnati, and Henry Seibert of Bayonne. They have all done pioneer work in the field of physical education, and we are glad to do them honor.

* * *

IN AN effort to meet the leisure-time needs of the young people of Great Britain, a Central Council of Recreative Physical Training has been organized to bring together representatives of the various organizations interested in the welfare of the country's youth, and to make a survey of the recreation facilities for adolescents and adults.

* * *

THE National Council of Catholic Men announces the formation of the Catholic Youth Bureau, under the direction of Rev. Vincent Mooney, formerly Director of Physical Education at Notre Dame University, to provide a clearing house for groups interested in the development of a balanced program of leisure-time activities for Catholic youth.

HARVEY ALLEN, Director of Physical Education at the Dayton, Ohio, Y.M.C.A., is this year's recipient of the Y.M.C.A. Physical Directors' Society's Roberts-Gulick Award in recognition of outstanding service and leadership.

The Y.M.C.A. Physical Directors' Society held its annual conference in July, and elected Harry D. Edgren of George Williams College as its new President. Interesting meetings were held, and it was reported that the *Physical Educators Handbook*, on which a committee has been working for the past year, would probably be ready for distribution by June, 1936.

* * *

DR. D. OBERTEUFFER has been announced as the new President of the Society of State Directors of Physical Education.

* * *

ARTICLES of interest in recent issues of various magazines include the following:

American Journal of Public Health, September—"School Health Problems Through the Years, 1635–1935," J. P. Sullivan.

Journal of Education, June 3—"Misfits in the Gym," G. C. Myers.

Physiotherapy Review, September–October—"Measurements in Physical Education and Physical Therapy," W. B. Wilson.

Practitioner (London), September—"Postural Deformities in Adolescence," P. Wiles.

Public Health Nursing, September (School Health Number)—"Special Classes for Crippled Children," E. H. Martens; "Teaching Health Through the Lunch Room," R. Beighley and A. W. Hicks; "Building a Health Library," M. V. Fitzpatrick.

Recreation, September—"Hiram College Students Go Out of Doors," E. Farnham.

Red Cross Courier, September—"Your Chance to Help on the Highway," R. H. Kennedy.

School Executive, September—"The School Health Examination," H. H. Mitchell.

Kentucky School Journal, September—"Teaching Physical Education in Junior High Schools," T. H. McDonough.

* * *

MISS LUCILE BAUER, who has written a number of articles for the JOURNAL from her experiences teaching in Hawaii, was married recently in New York to Mr. T. A. B. Ditton, a graduate of the Universities of Cambridge and London.

* * *

DR. C. E. TURNER of Massachusetts Institute of Technology has sent us the itinerary of the year's round-the-world tour on which he and Mrs. Turner embarked in June. He planned to attend the meetings of the World Federation of Education Associations in Oxford, and to study and lecture at various other cities on the way.

* * *

THE *Proceedings of the Southern District Physical Education Association*, 1934–1935 have been published and are available at 50c a copy, from Miss Jessie Garrison, State Department of Education, Montgomery, Alabama. The booklet contains summaries of most of the speeches and reports given at the Atlanta convention, full information about the Southern District Association, and a valuable analysis of the publicity program carried on during the year. It also includes an interesting article by Miss Garrison on early physical education in the South.

* * *

THE American Medical Association is inaugurating a radio series of dramatized programs on health and medicine, starting October 1. The programs will be heard each Tuesday afternoon at 5:00 P.M. Eastern Standard Time over N.B.C.

* * *

ANOTHER radio series of interest to our members during the coming year will be the Parent-Teacher Radio Forum on Wednesday afternoons. During October, Dr. Flora Rose of Cornell University, President Conant of Harvard, President Hutchins of the University of Chicago, George Zook of the American Council on Education, and Colonel Theodore Roosevelt will be the speakers.

News from the Dance Section

Charlotte G. MacEwan

A community recreation survey, conducted by the Y.W.C.A. of Kalamazoo, Michigan, disclosed the need for a community project, offering opportunity for groups of various ages and types to work and play together. Since so great a proportion of the classes in the department were those in dance, and since the need was felt for a better understanding and appreciation of this art form, plans were made in the fall of 1934 to have the groups learn more of the history of rhythm and dance, and work out what was called later a "Dance Saga," to be presented in the spring of 1935 as the culmination of the activities for the year. As the project progressed, so many national dances were included, and so many groups of still other nationalities became interested in it, that it was termed a "Folk Festival."

The original committee was enlarged and subdivided into several smaller committees to assume the responsibilities for various phases of the project. The Research Committee collected a wealth of material on the history, development, and uses of the dance and assisted in organizing the data into a logical sequence. With the help of staff members, it recreated the original step patterns of the old dances following the authentic sources as closely as possible. The Music Committee made a study of the authentic music for the various dances, and was responsible for enlisting the services of the symphony orchestra, and for procuring the scores, some of which had to be ordered from other countries. The Costume Committee studied authentic costumes and did much in the actual making of them. The Nationality Groups Committee had the responsibility of locating foreign-born groups who might participate, and later, made an effort to include certain leaders of "gang" groups for the purpose of interesting them in some constructive diversion.

The committees worked approximately eight months in preparation for the Festival. Many groups were invited to participate —all Association groups, all classes in the Recreation Department, community groups such as girl scouts, boy scouts, and eagle scouts, the Douglas Community Center (Negro), and various educational groups. These groups, having decided upon their specific parts in the Festival, were given instruction at their own place of meeting by staff members sent from the Y.W.C.A. The response was gratifying. One thousand girls and women, men and boys from the Kalamazoo groups, ten adjacent communities, and practically all the groups in the Association participated in some way.

The program, consisting of thirty-one dances, was divided into three parts: the first included a primitive dance with drum accompaniment, a religious dance, and dances of various nationalities; the second consisted of Early American dances such as the Virginia reel and square dance; the third included, among ten modern dances, "Revival of Ballet" with music by Lehar, "Military Tap" with Sousa's "Stars and Stripes Forever" for accompaniment, and a rhumba.

Although the Festival had to be given indoors because of inclement weather, the general effect was as desired and the fundamental objectives were achieved. Should this become an annual affair, different phases will be emphasized in succeeding years.

Other news consists largely of preparations and plans for the present year. At Radcliffe College, the dance group formed last spring, with interest in the dance as its major requirement, has formed tests as the basis for new membership this year. Prospective candidates will be given intensive work in technique and principles of composition for a month previous to the date of testing. Plans are afoot for a joint program by this group and the Radcliffe Music Club.

The College of the Pacific at Stockton, California, is planning a series of programs for November under the direction of Mae Shaw. The Dance Council of Northern California is in the midst of preparations for its winter series of lecture-demonstrations.

Southern District Association News

President—Dr. Harry A. Scott, The Rice Institute, Houston, Texas.
President-Elect—H. T. Taylor, Louisville, Ky.
Vice-President—Fannie B. Shaw, University of Florida, Gainesville.
Secretary — Romayne Berryman, Mississippi State College for Women, Columbus.
Treasurer—Bennie Strickland, Austin, Texas.

Aldace Fitzwater

LOUISIANA

Health and physical education received special emphasis on the program of the Supervisors Conference which was held at the Louisiana State Normal College in Natchitoches this summer. There were demonstrations of play on the elementary and secondary level. Discussions on such topics as sports days, play days, tournaments, and field meets were included. An exhibit of health materials was shown. Recreational games, swimming, and horseback riding were offered for the enjoyment of conference members.

Louisiana State University last spring gave a free coaching course to teachers.

Last year Jess W. Hair, State Supervisor of Health and Physical Education, visited every parish in the state making a survey of conditions in the elementary and high schools.

The first high school play day to be held in Louisiana was held this spring. It was attended by some two hundred girls.

MISSISSIPPI

Miss Ethel Cane is Director of Physical Education at Delta State Teachers College, Cleveland. Last May the College Demonstration School and the Cleveland Consolidated School had their first play day. Mrs. Sarah E. Hunt teaches physical education in the Cleveland schools.

The following excerpts from a report from the Superintendent of the McComb City Schools show the excellent work being done in these schools.

"In McComb City Schools, we have the following direct health education program:

"1. We have a director of physical education for girls who devotes her full time to teaching physical education in grades four through twelve.

"2. We have a director of physical education for boys who devotes all of his time but two forty-five-minute periods per day to physical education in grades four through twelve.

"Physical capacity and physical efficiency tests are given all pupils in these grades, and pupils showing irregularities are referred to the Pike County Health Department.

"3. In the high school, a special elective course, approved by the Pike County Health Department and by the State Department of Education, is offered as a half-year elective course, and usually about thirty high school pupils take this course.

"4. In the junior high school, physiology is a part of the three-year general science course.

"5. In grades four, five, and six, courses in physiology are given to all pupils.

"6. Safety education is taught in all grades from four through nine, approximately one period per month with specially prepared lesson outlines being devoted to this subject."

NORTH CAROLINA

The University of North Carolina at Chapel Hill is establishing a Department of Physical Education for men. Mr. Oliver Kelly Cornwell is the new director. Mr. Cornwell is well known in physical education. He has served as assistant instructor in physical education for several summers at Teachers' College, Columbia University. He comes to Chapel Hill from Wittenburg College, Springfield, Ohio, where he was head of the Department of Physical Education.

The physical education requirement has been changed from three to two years at the Womans' College, University of North Carolina, Greensboro. An interesting list of elective courses carrying full college credit have been added for juniors and seniors. Among these courses are Plays and Games, Athletic Coaching, Traditional American Dancing, Rhythmics and English Country Dancing. Other courses will be added next semester.

Miss Edith Vail is the new instructor of dancing at the Woman's College. Miss Vail was graduated from the Woman's College in 1931. She taught for three years at the University of Nebraska and has done graduate work at Columbia University. She attended the Bennington School of the Dance the summer of 1934.

Miss Christine White returns to the Woman's College after a year's leave of absence which she spent in study at Boston University.

Two members of the staff completed their work for their Master's degrees during the summer, Miss Hope Tisdale at New York University and Miss Aldace Fitzwater at Teachers College, Columbia University. Miss Ethel Martus and Miss Dorothy Davis motored to the coast this summer.

An encouraging demand for teachers of physical education is noted in the South. This is apparent from the fact that all the Woman's College 1935 graduates in physical education have appointments and the department is still receiving calls for teachers.

Russell Sage College

School of Physical Education

Formerly The Central School of Hygiene and Physical Education

Offers

A Four-Year Course for which the B.S. Degree in Physical Education is Granted

A combined cultural and professional course for young women graduates of secondary schools whose credentials are acceptable to the College. Unusual advantages of college life combined with thorough professional training. Three months of instruction in Camp are required as part of the course. Graduates teaching in leading colleges and schools. Appointment bureau for graduates.

Helen McKinstry, M.A., Director

For catalogue address

MISS DORIS CROCKETT, Registrar

Russell Sage College Troy, New York

SOUTH CAROLINA

The Athletic Association of Coker College, Hartsville, recently sponsored a College Health Day. Featured on the day's program were chapel talks on hobbies, posture tagging conducted by patrols, a health poster display, and water sports on the lake.

TEXAS

On the afternoon of April 21 the junior class of Texas State College for Women, Denton, directed the annual regatta for the college at Lake Dallas. The college trucks carried the participants and spectators out to the lake. Sandwiches and cold drinks were sold by the junior class at the lake front and a festive crowd cheered the participants as they raced, tilted, sailed, and bobbed toward the championship. The junior class planned the events, held swimming try-outs, laid out the courses, appointed the officials, and directed the regatta under the supervision of Miss Alma Jones from the college Department of Physical Education. Students from the freshman, sophomore, junior, and senior classes participated in all of the events which included single and tandem canoe races. The regatta has become an annual event and is a culmination each year of activities from the swimming and boating classes in the Department and from the activities of the Sailing Club sponsored by the Department.

The Baylor Physical and Health Education Association has accepted the responsibility of conducting an All-University Play Day. The first such play day under this administration was held May 1. Beginning at 7:30 A.M., a program including thirty-nine activities, with approximately fourteen hundred students participating, and ending at 6:30 with a May fête, was carried through. Tournaments for both men and women were conducted in handball, tennis, badminton, quoit tennis, horseshoe pitching, washer pitching, softball, volleyball, etc. In addition to the tournaments there were donkey races, bicycle races, walking races, obstacle races, human croquet, roller skating, sack races, three-legged races, hopscotch, and track and field events. The many events were run off in the form of a meet between the four classes and the faculty. Four places were selected in each event and points awarded on the five, three, two, one basis. Men's and women's scores were totaled for class scores. Thirty-nine directors were chosen several weeks in advance from the Physical Education Association for the administration of the various activities, including student registration, officiating, etc. Although experimental in nature, the day was adjudged a success by faculty and students, and in all probability will be observed annually on the first Wednesday in May. Many town people witnessed the performances.

The Texas State College for Women gave its third annual play day to three hundred high school girls, May 11. The theme of the day, "The Round Up," was carried out in the activities. The "Branding" took the form of registering each girl on a team which represented the name and brand of a ranch; the "Break Down" consisted of folk dancing and social games; "Chow" was the picnic dinner at the chuck wagon in campus woods; the "Rodeo" consisted of the competitive contests among the twenty ranches.

VIRGINIA

Miss Ruth White, Director of Physical Education, Portsmouth Public Schools, writes:

"I am spending the summer in Honolulu so I've not much time to collect news for October. I am enclosing, however, a program of our Physical Education Demonstration given this spring. For the two 'Sports Pageants' the large field was divided into sections in each of which was shown a different activity. In this way we were able to show the activities carried on in the physical education classes and the intramural and varsity athletics. The Fall and Winter Sports Pageant showed volleyball serving, a volleyball game, basketball fundamentals, a basketball game, drills used in varsity football practice, forward-passing, drop-kicking, and a game of touch football. The Spring and Summer Sports Pageant included baseball fundamentals, a playground baseball game, varsity baseball drills, tennis matches, golf

practice, horseshoe pitching, a relay race, high-jumping, and broad-jumping. Each pageant remained on the field for about ten minutes, just long enough for the audience to see the types of work carried on.

"The Physical Education Section of the District Teacher's Association of Virginia held its annual meeting on April 12, at the Woodrow Wilson High School, Portsmouth. Miss Barksdale of the College of William and Mary gave a splendid talk on 'Present Day Problems in Physical Education.' Mr. Harry Paxson, Physical Education Director of South Norfolk High School, was elected Chairman for next year."

Eastern District Association News

President—Franklin J. Gray, Springfield, Mass.

Past-President—Jay B. Nash, Ph.D., New York University.

Vice-President—Dr. Hiram A. Jones, Albany, N. Y.

Secretary-Treasurer—Grace E. Jones, Summit, N. J.

The first fall meeting of the Executive Committee of the Eastern District Association will be held in New York City on Saturday, November 16. At this time definite plans will be made for the Syracuse Convention program. President Franklin J. Gray has appointed Miss Ruth Evans of Springfield, Massachusetts, Chairman of the Program Committee.

The Eastern District Section Chairmen for 1935–36 are: *Camping:* Edgar Fauver, Wesleyan University, Middletown, Conn.; *Dance:* Marie Heghinian, Mt. Holyoke College, S. Hadley, Mass.; *Public School:* Grover Mueller, Board of Education, Philadelphia, Pa.; *Recreation:* Walter A. Cox, Bureau of Health Education, Albany, New York; *Teacher Training:* Dr. Frank S. Lloyd, New York University, New York City; *Therapeutics:* Dr. Thomas K. Cureton, Jr., Springfield College, Springfield, Mass.; *Men's Athletics:* Dr. W. F. Meredith, University of Penn., Philadelphia, Pa.; *Women's Athletics:* Mora Crossman, 113 W. Saratoga St., Baltimore, Md.; *Research:* Ellwood C. Davis, Pennsylvania State College, State College, Pa.; *Health:* Ethel Perrin, American Child Health Association, 50 West 50th Street, New York City.

MARYLAND

The new officers of the Maryland State Physical Education Society for 1935–36 are: Therese Powdermaker, President; Fred D. Crosby, First Vice-President; Marie Simes, Second Vice-President; Ernest B. Marx, Treasurer; Naomi Lantz, Corresponding Secretary; Elizabeth Corkins, Recording Secretary.

Mid-West District Association News

President—Helen N. Smith, University of Cincinnati.

Vice-President—J. H. McCulloch, Ypsilanti, Michigan.

Secretary-Treasurer—W. K. Streit, Cincinnati, Ohio.

OHIO

D. Oberteuffer

Archers have been particularly active in Ohio this last year. Archery tournaments including such events as target shooting, clout shooting, and flight shooting for both men and women were held at the following places and times: Tiffin, May 19; Cincinnati, June 23; Ashland, July 21; and Toledo, August 24 and 25 (The Ohio State Archery Tournament).

No less than four archery golf tournaments were held during the winter and spring months ending with the Ohio Championship Archery Golf Tournament in Columbus, May 4 and 5. (A limited number of folders describing this event and the rules used are available at the Department of Physical Education of the Ohio State University.) At the time of this tournament a state organization was formed known as the Ohio Archery Golf and Hunting Association. This Association through the cooperation of the Game Commissioner of Ohio is making it possible for Ohio to be one of the first states in the union to have a number of Archery Game preserves in the state where hunters with dogs and guns are not allowed, but where archers with bows and arrows may hunt. This will mean for the archer less game and more glory, but for the State of Ohio, more game and more true sportsmen.

High School Intramurals

(Continued from Page 43)

for the class intramural award. In case of tie for first place, all teams tied are eligible for award, but in case of a tie for second place, the tied teams must play off the tie in order to decide second place. By giving awards to teams finishing first and second place, interest is held throughout the final competition.

With the individual sports, an elimination tournament is most satisfactory for the final contests. Each cap-

WELLESLEY COLLEGE

Graduate Department of Hygiene and Physical Education

Certificate in Hygiene and Physical Education

A curriculum especially designed for the training of teachers of Hygiene and Physical Education is offered to specially qualified graduates of approved colleges and universities.

M.S. in Hygiene and Physical Education

Graduate students qualified for advanced study and research, who have completed or are completing the requirements for the Certificate, may register for and complete, in one or two years, the twelve-year hours required for the degree of M. S. in Hygiene and Physical Education.

A five-year program in liberal arts and physical education is offered leading to the B.A. degree at the end of four years, and to the Certificate, and in special cases, the M. S. degree at the end of five years.

***For information, address Graduate Committee,* WELLESLEY COLLEGE, WELLESLEY, MASS.**

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

tain is responsible for the representation of his class. Awards here are also given to players finishing first and second.

Special interest should be aroused and the members of the different classes should be urged to be present at the championship games in order to add as much as possible to the importance of the contests, and to make the representative team feel a sense of responsibility to the class.

Seventh, the last step in the program is to make some kind of award for accomplishment in the respective sports, such as an arm band or class emblem bearing the year of graduation from high school. Each member of the teams finishing first or second should be given awards. These awards need not be expensive and, unless some fund is provided, should be paid for by the boys receiving them.

With such a program the director and coaches have an excellent opportunity to watch the boys develop. Every boy ought to make the school varsity letter his highest goal in the game program during his school course. This type of program gives them an excellent type of game from year to year by which they might develop and ultimately achieve their letter.

FROM year to year the boys, as they develop, will be found to be changing from one sport to another. This gives them an opportunity to become skilled in a still more varied program of activities for recreation after graduation.

Whether a physical education program should contain such an extensive game program within the regular time allotted for physical education may be a debatable question. However, the fact remains that there is developed within every student a satisfying degree of skill and interest in some activity throughout the entire year. This represents a valuable educational accomplishment.

The success of any work in education depends largely on the interest and enthusiasm of the teacher himself. The teacher who enters his classes tired, indifferent, and in doubt of the lesson for the day cannot expect much response from the classes no matter what may be the content of the lesson. Such an intramural program as discussed here is quickly understood by the pupils and the interest is spontaneous after the plan is understood. The element of competition and improvement which deepens the interest of every boy is emphasized throughout the program.

After the program is outlined, the main objects of the instructor are: first, to develop a higher degree of skill in each sport on the part of the players; second, to encourage backward and awkward boys to take part; and third, to create a personal interest within each boy to be active in some sport each season of the year. With this as the objective of the instructor, a marked development is noticed in the individual boys from year to year. The interest in the different sports will carry over into after-school life, and will make for better health and enjoyable recreation in life for every boy enrolled.

Indoor Archery Equipment

(Continued from Page 45)

was used for holding the rolled backstop in place when not in use. To explain more fully: When through using the backstop the entire felt was lowered to the ground by means of the pulleys. There it was rolled on the one-inch by two-inch strip attached to the lower end of the felt, till the roll met the top wooden bar. At this point the two straps were wound about the felt and fastened by means of the buckle. The idea in fastening the straps to the upper wooden bar was merely to insure their not getting lost—which would probably be the case if they were not fastened. In hanging the back drops, they were placed so that the central one was slightly in front of the other two so that there could be a slight overlapping at the points where the back drops met.

It is possible to place two targets in front of three of those six-foot by nine-foot felts, and if it is possible to have as many as four targets it will be found that five of the felts will suffice.

The problem of indoor quivers for class work was solved by the use of a piece of bamboo two and one-half inches in diameter and twelve inches high, fastened to a piece of one-inch board, seven inches square (Fig. 6). It not only supports the arrows effectively, but also acts as a support for the bow. A cheap but less durable substitute for the bamboo is the tubular cardboard container in which badminton shuttlecocks are sold.

Effective Supervision

(Continued from Page 23)

or questions at hand which concern only the teachers of one school, the meeting should be called at that school for that immediate group.

The plans for a meeting vary with the need. It may be desirable to call teachers together for any of the following reasons: (*a*) to hear a policy or method discussed by the supervisor or some one invited by him; (*b*) to learn a definite activity by participating in it; (*c*) to witness a demonstration lesson presented by a teacher from the group, or by the supervisor.

It is difficult to judge the relative value of these various types of meetings. Information secured from a large number of teachers indicated, however, that the demonstration meeting is the most popular with them.

E. CHECK SHEETS.—The check sheet is being used more and more as a technique in supervision. It serves as a reminder to teachers of "things to be done," and is a valuable aid if used properly. Check sheets once distributed should be the property of the teacher and not collected by the supervisor to serve as a check for him on teachers working with him.

F. TESTS AND MEASUREMENTS.—The supervisor of any subject is responsible for providing a means of measuring progress in that subject. In the field of physical education this measurement may be made through definite tests, or through self-testing activities which are a definite part of the program. Care should be taken

that tests are not given just for the sake of testing something, but that in each case the measurement to be secured will be of value to the students and the teachers.

Conclusions

1. The trend today in supervision is definitely away from the traditional scheduled visitation, and toward a broader type of service.
2. There is more of group supervision and less individual supervision.
3. Supervision in any subject today calls for ability on the part of those in charge to integrate that subject with other phases of the curriculum.

Posture Weeks Still Work

(Continued from Page 33)

Being dignified is one way of gaining respect.

(Joy: well poised, *"A"* posture. Yellow light.)

How we all love a happy smiling person. Did you ever see a slouchy person with a smile? If you haven't, watch and see if you can find one. You'll probably have a long hunt. (Off.)

(Arrogance, pride: puffed out chest. Red light.)

Perhaps in trying to become dignified we go too far and become arrogant. Overbearing people are never popular. (Off.)

III. Occupations

Reader: Now that you have become familiar with different kinds of posture—have become, so to speak, "Posture minded" and "Posture conscious"—test your ability as a judge. Can you tell the occupations of the following? Which one had you rather be like?

(Shadow of Mexican peon with big basket on head.)

This is an example of excellent posture. Why don't we start carrying books on our heads? Perhaps we lack prestige.

(Bookkeeper on a high chair crouched over a book.)

People who sit at desks constantly are apt to look like this.

(Headstand—girl in gym costume standing on head.)

We usually think of good posture as standing on both feet, but occasionally we find something like this. Perfect balance is a great attribute.

(College girl slouch.)

Oh, would some power the giftie gie us
To see ourselves as others see us
It would from many a blunder free us
And foolish notion.

(Foodtaster—man with a cook's cap and apron on.)

This foodtaster has a tummy got
If he eats much more
He'll probably pop.

(Violinist.)

A necessary pose, but one that should be relieved by exercise.

(Soldier.)

We hope this will be a favorite.

(Chorus from back stage—tune of "Brother Jack.")

"Perfect posture, perfect posture
Do not slump, do not slump
You must grow up handsome
You must grow up handsome
Hide that hump
Hide that hump."

PANZER COLLEGE
OF PHYSICAL EDUCATION AND HYGIENE

A four-year curriculum in physical education, health, and recreation leading to the degree of Bachelor of Physical Education. Comprehensive professional courses are based on a broad education in the liberal arts and sciences. The college is accredited and co-educational.

For catalogue, address

REGISTRAR, PANZER COLLEGE
East Orange, New Jersey

WIRE CHECKING BASKETS
STANDARD GYM SUIT SIZES
9 x 13 x 8 - - - 12 x 13 x 8
ALSO SPECIAL BASKET 18 x 28 x 10
FOR FOOTBALL SUITS

To minimize stench and permit free circulation of air, store sweat soaked garments in KASPAR ALL-WELDED BASKETS—the most durable basket on the American market. In requesting a quotation, state how many baskets are wanted. Quick shipment.

KASPAR WIRE WORKS
SHINER Established 1898 **TEXAS**

The Ann Arbor Press
COMMERCIAL
AND BOOK PRINTING
« »
Press Building **Ann Arbor, Mich.**

Wooden Bathing Shoes Made to Measure
INITIALS OR PET NAME. Outline foot on paper. State color and marking. Mail with one dollar to
MONROE WOODCRAFT
105 N. Broadway, Rochester, Minn.

DANCE OBSERVER
63 East 11th Street, N. Y. C.
1327 Polk St., San Francisco, Cal.
A Magazine of the Contemporary Dance
10c Per Copy **$1.00 Per Year**

Basis for Grading

(Continued from Page 41)

I. Rules, subject matter, care of material, etc.—objective test
II. Leadership of games and discussion
III. Refereeing

C. Attitudes (concomitant learning)

I. Class leadership
1. Squad leader—successful or dependent
2. Interest—shown by
a) making charts
b) presenting new game to class
c) presenting new material (home made) to class
d) leading class discussions
II. Class disturbance (negative grade)
1. Annoyance of other children
2. Distracting attention of class
3. Refusal to conform to requirements
4. Need for constant stimulation (or repression) and direction by teacher.
III. Preparation
1. Shoes or other required costume
IV. Attendance
1. Class attendance
2. Shower attendance

This system is similar to one suggested by Spindler (18) for high school levels, based on a so-called visible-index system. If we are to evaluate the above system according to the criteria that has been established for objective measurements (19) we find proof of its:

1. Objectivity—it furnishes a simple method objective to teacher and pupil.

2. Validity—it could be measured by other individuals with little differentiation.

3. Standardized directions—standardization in procedure can be used for all classes.

4. Use of norms—norms may be established, as it affords a cumulative record of individual achievement.

5. Administrative economy—it is not too technical or complicated for general use.

6. Reliability—there is sufficient breadth in using a five-division scale to offer a rather reliable classification. The factors of system are quite general and constant.

Of course, the degree to which each of the above requirements is fulfilled is the measuring rod of any scheme to be used.

THE presentation of this system outlined above, as well as the statements offered in the opening paragraphs, has been an attempt to solve a very salient problem in the field of physical education at the present time. Until that ideal situation is reached in which all educational activities are inherently stimulating, we shall have to rely on some extraneous means of motivation and reward, which in our present educational system are known as grades.

References Cited

(1) Nash, J. B. *Interpretations of Physical Education,* Volume II, *Nature and Scope of Examinations.* New York: A. S. Barnes and Co., 1931.
(2) Cozens, F. W. "Test Scoring in Physical Education," JOURNAL OF HEALTH AND PHYSICAL EDUCATION. I:10 (December, 1930).
(3) Reilly, F. J. *New Rational Athletics for Boys and Girls.* Boston: D. C. Heath and Co., 1917.
(4) Finklestein, I. E. *Marking System in Theory and Practice.* Educational Monograph 10, Cornell University, 1918.
(5) Meyer, M. "Grading of Students," *Science,* 28:243.
(6) Cottell, J. M. "Examinations, Grades, and Credits," *Popular Science Monthly,* 66:367.
(7) Bovard, J. F., and Cozens, F. W. *Tests and Measurements in Physical Education.* Philadelphia: W. B. Saunders and Co., 1930.
(8) *Detroit Athletic Manual for Elementary Schools.* Detroit: Board of Education, 1934.
(9) Spence, R. B. *Improvement of College Marking Systems.* New York: Teachers College Publication 362, Columbia University, 1927.
(10) McCall, W. A. *How to Measure in Education.* New York: Macmillan Co., 1923.
(11) Rogers, F. R. "Review of Recent Strength-Testing Literature," JOURNAL OF HEALTH AND PHYSICAL EDUCATION, II:3 (March, 1934).
(12) Brace, D. K. *Measuring Motor Ability.* New York: A. S. Barnes and Co., 1927.
(13) *Op. cit.* Reilly.
(14) *Op. cit. Detroit Manual.*
(15) Anderson, Leonora. *An Athletic Program for Elementary Schools.* New York: A. S. Barnes and Co., 1927.
(16) Health Education. *Program for Girls in Secondary Schools.* Detroit: Board of Education, 1929.
(17) *Op. cit.* Bovard and Cozens.
(18) Spindler, Evelyn. "Do You Grade or Guess?" JOURNAL OF HEALTH AND PHYSICAL EDUCATION, II:8 (October, 1931).
(19) *Op. cit.* Bovard and Cozens.

Climbing Exercises on Apparatus

(Continued from Page 38)

to make room from the knee-raising. Study your leverages! In returning, never slide down. Come down in reverse order of going up.

B. Simple variations of the fundamentally natural:

1. Climbing upward with one hand on each of two poles and the legs on only one pole. The technique of this is the same as that of climbing one pole.

2. Climb up one way and climb down another.

C. Advanced forms of variations, etc.:

1. Travel climbing. Proceed to climb on one pole, reach over to the next pole with one hand, clasp the second pole with both legs and then follow with the other hand. Continue upward and over until top is reached.

2. Travel climbing downward. Climb up one pole then change to next pole, climb down a few feet, continue changing until all the way down.

3. Climb up one pole, travel to farthest pole, climb down. Technique same as in (1) and (2). Note: Part of this may be classed as traveling.

4. Climbing with use of only one leg. This is done like regular climbing except that the foremost leg does not come in contact with the pole but is held backward. It is of utmost importance in order to succeed, to raise the knee high and push pole away with leg.

5. Climbing "hand-over-hand" with use of legs. In this form one hand grasps above the other singly with each new grip.

6. Climbing "hand-over-hand" without use of legs. It is best to do this rhythmically letting the legs swing upward and downward in opposition to the arm movement, i.e., when the left arm moves upward the right leg swings upward.

The easiest way to climb hand-over-hand is to pull with both arms at one time and to work the shoulders well; keep the arms well bent so that they are in the most advantageous position for muscular action. Never reach much higher than the head.

For speed climbing hand-over-hand, the legs as well as the arms work faster. You will not have time to pull with both arms at the same time or to use your shoulders in just the same way as in the easy method.

V. Climbing Ropes.

A. Fundamentally natural:

1. Same as under climbing poles.

It will be noted that after a little experience it is easier to climb a rope of proper thickness than a pole. The difficulty in

climbing the rope is that it is hard to keep proper contact with the legs. Climbing the rope will be found easier than climbing the pole because the rope will conform to the shape of the leg for one thing, and the rope being flexible will enable you to extend your legs forward when in the act of straightening them. This will cause the rope to take a position of almost a right angle preventing slippage of the legs.

B. Simple variations of the fundamentally natural:

Same as under climbing poles.

C. Advanced variations, etc.:

Same as under climbing poles, except climbing with the use of only one leg, which is impossible on the ropes.

VI. Rope Ladders

A. Fundamentally natural:

1. Ascending with grip on rounds and feet on rounds, heels inward. In this form the individual stands facing the ladder, with one of the side ropes nearest him. The rounds are grasped from each side of the ladder so that the palms of the hands are directed toward one another. In proceeding to climb upward the foot is placed on the round resting directly in the middle of the instep, the heel protruding through the ladder to the other side. This is in contrast to what was said in climbing the stall bars but experience will tell why this is done. The descent may be made in the same manner.

2. Ascending with grip on the ropes and foot in contact with the rounds resting on the ball of the foot. Descend optionally.

B. Simple variations of the fundamentally natural:

1. Ascending with skipping of one or more rounds.
2. Ascending and descending with using only one foot.
3. Travel-ascending and descending as under climbing poles.

C. Advanced variations, etc.:

1. Ascending without use of legs. Descending likewise.
2. Ascending and descending in various ways on the swinging ladder.

References and Recommended Books on Apparatus

Wittich and Reuter. *Apparatus, Tumbling, and Stunts.* New York: A. S. Barnes & Co.

Rath. *Physical Education,* Vol. III, Apparatus for Girls and Women. Indianapolis: Normal College, A.G.U.

Zwarg. *Apparatus for Boys and Girls.* Germantown, Pa.

Maul. (German) Karslruhe, Germany.

Moeller. *Der Vorturner,* (German). Leipzig, Germany.

Soccer—A Universal Game

(Continued from Page 30)

officials upon the field. In a lively game where one official is in charge, and where the ball is booted quickly from one end of the field to the other, this one official is placed at a great physical handicap if his aim is to follow the ball closely. Therefore, two officials, one working in each half of the field, would eliminate much of this problem. Probably one of these men should be agreed upon as the head official. He might be called the referee and the other chap might be termed the umpire.

6. Another idea regarding the officiating of soccer matches would be to provide for an official timer whose station might be at mid-field and along the touch lines. This plan would eliminate the present condition in which the referee must watch the progress of the ball, the players, and keep time also. During the closing seconds of a very fast contest this is asking too much of one individual. An official timer would eliminate all doubt as to exactly when time expired. He could signal that fact by some suitable device, as a gun, horn, or whistle.

Genuine NARRAGANSETT MATS

2" Thick New hair felt

21 oz. Duck covers

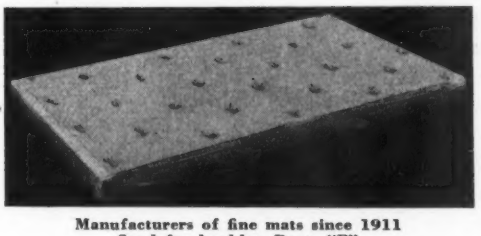
For gymnasium, boxing, wrestling, tumbling. Makers of mats and gymnasium apparatus for 50 years. Sold directly to institutions. Send for circular and low factory prices.

Gymnasium Apparatus *Anthropometric Apparatus*
Basketball Backstops *Steel Lockers*

NARRAGANSETT MACHINE CO.
100 Esten Ave., Pawtucket, R. I.
New York Office: 202 East 44th St., New York City
Western Office: 810 Oakwood Ave., Wilmette, Ill.

• Football Coaches •
Have you seen
PRACTICE LESSONS IN FOOTBALL
by Maury A. Kent with successful plays contributed by
BERNIE BIERMAN CLARK SHAUGHNESSY F. W. THOMAS
FRITZ CRISLER C. W. SPEARS BOB ZUPPKE
LOU LITTLE GLENN "POP" WARNER
Price only $2.50
Printed in Ditto Reproducing Ink. Can be duplicated on any duplicator so each team member can have a copy.
See Page 2 of September Journal for full details
DITTO, Incorporated
621 S. Oakley Blvd., Chicago, Ill.

MATS . . . *for*
WRESTLING BOXING TUMBLING



Manufacturers of fine mats since 1911
Send for booklet, Dept. "P"
PETERSEN & COMPANY
4225 North 16th St., Philadelphia, Pa.

REPAIR
football and baseball uniforms, gymnasium mats, curtains—anything made of cloth or canvas — with LAM-A-FAB Fabric Cement.
Work done in a few minutes without interfering with use of article. Repairs are permanent, flexible and waterproof. Very economical. Saves time and money. Used by a number of leading schools and colleges. Pint can of LAM-A-FAB sent for $1.20 plus postage; or write on your letterhead for sample and complete information. If not satisfied the total cost will be refunded.
S. J. RUSSELL CO.
P. O. Box 187 Peoria, Ill.

Tests and Measurements

(Continued from Page 21)

will tell most about athletic prowess and the Motor Educability Tests will tell most about skills. I should tend to throw in the Burpee Test at this point for good measure in order to obtain the Motor Quotient.

4. *Sports Achievement Tests and Ratings.*—These give a more accurate measurement of progress in our programs. They give the instructor accurate information as to his accomplishments with his pupils in order that he may render better individual educational service, and it is this aspect that should be emphasized rather than their use in assigning grades.

5. *The Measurements of Body Mechanics.*

6. *Paper and Pencil Tests of Knowledge.*

7. *The Cardio-vascular Tests.*

Conclusions

To summarize: The best educational results from physical education will come only when a relatively large emphasis is placed upon the *needs of the individual.* This involves a knowledge of: (1) his various innate capacities or potentialities for development; (2) the level of skills and abilities to which he has attained, both absolutely and as related to his capacities; (3) a diagnosis of the reasons for apparent specific disabilities or shortcomings; (4) an adequate sectioning scheme which will insure for the pupil an optimum opportunity for educational as well as purely physical development; (5) standards, adapted to individual capacity, for motivation, and for use in grading and promotion—promotion primarily for better educational opportunity, not just as a sort of prize.

To accurately and economically ascertain these facts concerning the individual, there is a need to apply appropriately designed measuring devices, and to record the results in a way that will be most helpful.

It is perhaps all too obvious that the possession of such information does not in itself insure that the teacher will develop a superior program, or will apply it to his pupils. It does insure that he will have the requisite knowledge of the pupils' present status, and thus can formulate as superior a program as the training, ability, and industry of the teacher—as modified by the conditions under which he must work—will permit.

Bibliography

1. Rogers, Frederick Rand. *Fundamental Administrative Measures in Physical Education.* Newton, Massachusetts: The Pleiades Company, 1932.
2. McCloy, C. H. *The Measurement of Athletic Power.* New York: A. S. Barnes and Company, 1932.
3. Bovard, J. F., and Cozens, F. W. *Tests and Measurements in Physical Education.* Philadelphia: W. B. Saunders and Company, 1930.
4. McCloy, C. H. "Tests and Measurements for the Administrative Program of Physical Education: A Statement of Present Status." JOURNAL OF HEALTH AND PHYSICAL EDUCATION, III: 7 (September, 1932), 9–11.
5. McCloy, C. H. *The Measurement of General Motor Capacity.* (Mimeographed)
6. McCloy, C. H. "The Measurement of General Motor Capacity and General Motor Ability." *Supplement to the Research Quarterly*, V: 1 (March, 1934), 46–61.
7. McCloy, C. H. "Recent Studies in the Sargent Jump." *Research Quarterly*, III: 2 (May, 1932).
8. Brace, David K. *Measuring Motor Ability.* New York: A. S. Barnes and Company, 1927.
9. McCloy, C. H. *Test of Motor Educability: Iowa Revision of the Brace Test.* Second edition. (Mimeographed)
10. Johnson, Granville B. "Physical Skill Tests for Sectioning Classes into Homogeneous Units," *Research Quarterly*, III: 1 (March, 1932).
11. McCloy, C. H. *Norms for Tests of Strength.* (Mimeographed)
12. McCloy, C. H. "The Apparent Importance of Arm Strength in Athletics." *Research Quarterly*, V: 1 (March, 1934), 3–11.
13. Brownell, Clifford L. *Measuring Antero-Posterior Posture of Ninth Grade Boys.* New York: Bureau of Publications, Teachers College, Columbia University, 1928.
14. Bovard, J. F., and Cozens, F. W. *op. cit.*, p. 49.
15. MacEwan, C. G., Powell, Elizabeth, and Howe, Eugene C. "Applications of the Objective Method of Grading Posture, Posture Standards, and Prediction of Individual and Group Improvement." *Research Quarterly*, VI: 1 (March, 1935), 3–14.
16. Clarke, H. Harrison. "An Objective Method of Measuring the Height of the Longitudinal Arch in Foot Examinations." *Research Quarterly*, IV: 3 (October, 1933), 99–108.
17. McCloy, C. H. *Scoring Tables for Women.* (Mimeographed)
18. Bovard, J. F. and Cozens, F. W. *op. cit.*, Chapters VI and VII.
    Cozens, F. W. *Measurement of General Athletic Ability in College Men.* Philadelphia: W. B. Saunders Company.
    Edgren, H. D. "An Experiment in the Testing of Ability and Progress in Basketball." *Research Quarterly*, III: 1 (March, 1932), 159–171.
    Heath, M. L., and Rogers, E. G. "A Study in the Use of Knowledge and Skill Tests in Soccer." *Research Quarterly*, III: 4 (October, 1933), 33–53.
    Johnson, L. W. *Basketball Tests.* (Mimeographed)
    Reynolds, H. J. "Volleyball Tests." JOURNAL OF HEALTH AND PHYSICAL EDUCATION, I: 3 (March, 1930), 42.
    Rodgers, E. G., and Heath, M. L. "An Experiment in the Use of Knowledge and Skill Tests in Playground Baseball." *Research Quarterly*, II: 4 (December, 1931), 111–131.
    Vanderhoof, M. "Soccer Skill Tests." JOURNAL OF HEALTH AND PHYSICAL EDUCATION, III: 8 (October, 1932), 42.
    Neilson, N. P. and Cozens, F. W. *Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools.* Sacramento: California State Department of Education, 1934.
    Neilson, N. P., and Cozens, F. W. "Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools." *Research Quarterly*, V: 3 (October, 1934), 3–13.
    Moser, Helen, and Young, Genevieve. "A Short Battery of Tests to Measure Playing Ability in Women's Basketball." *Research Quarterly*, V: 2 (May, 1934), 3–23.
19. Franzen, Raymond. *Health Education Tests.* New York: American Child Health Association.
    Hemphill, F. "Information Tests in Health and Physical Education for High School Boys." *Research Quarterly*, III: 4 (December, 1932), 83–96.
    Murphy, M. A. "Criteria for Judging a Golf Knowledge Test." *Research Quarterly*, IV: 4 (December, 1933), 81–88.
    Grisier, Gertrude, J. "The Construction of an Objective Test of Knowledge and Interpretation of Rules of Field Hockey for Women." *Research Quarterly Supplement*, V: 1 (March, 1934), 78–79.
    Murphy, M. A. "Grading Student Achievement in Golf." *Research Quarterly*, V: 1 (March, 1934), 83–90.

20. McCloy, C. H. *Character Building Through Physical Education.* (Mimeographed)
21. Tuttle, W. W. "Use of the Pulse-Ratio Test for Rating Physical Efficiency." *Research Quarterly,* II:2 (May, 1931).
22. McCloy, C. H. "A Cardio-vascular Rating of 'Present Condition.'" *Arbeits-physiologie,* (November, 1930).
23. Adams, Eleonore Groff. "The Study of Age, Height, Weight, and Power as Classification Factors for Junior High School Girls." *Research Quarterly,* V: 2 (May, 1934), 95–100.
24. Kistler, Joy, W. "A Comparative Study of Methods of Classifying Pupils into Homogeneous Groups for Physical Education." *Research Quarterly,* V: 1 (March, 1934), 42–48.
25. McCloy, C. H. "Anthropometry in the Service of the Individual." JOURNAL OF HEALTH AND PHYSICAL EDUCATION, V: 7 (September, 1934), 7–11.
26. Sievers, Henry R. "A Simple Method for Detecting Abnormal Hearts." *Research Quarterly,* VI: 2 (May, 1935), 31–38.

Health Education on the Job

(Continued from Page 15)

tionships and stimulating their growth. But the problem of making a satisfactory whole out of contributions which are not closely linked is still unsolved.

Perhaps these efforts for coordination in the secondary school are but the forerunners of the development of a new type of instructional course which will cut through the various fields of subject matter. We catch a glimpse of such a possibility in certain new courses in institutions of higher learning which are termed orientation courses.

A Need for Clear Thinking and Courageous Action

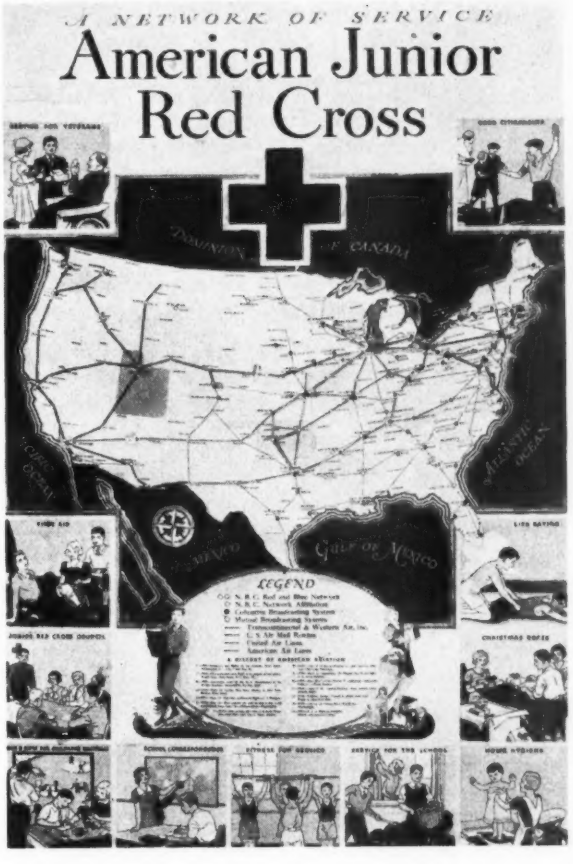
Straight thinking generally makes for effective action. Muddled relationships are apt to occur where no thinking or confused thinking is being done, or where a portion of the job is being considered in isolation from the total job.

This section of the American Physical Education Association has taken a definite step toward encouraging straight thinking.

Your Committee on Terminology is just making its report this afternoon. Whether you accept its conclusions as a whole or only in part or with modifications, the report represents a sincere effort to unravel some of the tangles into which current thinking and writing appear to have fallen. In this connection, two lines by Laurence Binyon come to my mind—I wonder if you know them:

> "Break the word and free the thought.
> Break the thought and free the thing."

In your committee report of definitions there is evidenced a definite effort to break the word and free the thought. I wonder if the next task immediately ahead is not that of breaking the thought and freeing the thing. Has the time come, and have we the courage, to break some of our traditional thoughts in order to free the thing which is the unique contribution which school health education may make to that larger community task of protecting and promoting the health of children? Valuable as theories are, the proof of their value lies in the ideas at work. It is the school health education on the job that counts.



When in CHICAGO stop at

Hotel Crillon

Michigan Avenue at 13th Street

Where friendly hospitality awaits you

SINGLE ROOMS, from $1.50; DOUBLE ROOMS from $2.50

All rooms with private baths

Cafe, Restaurant and Coffee Shop

Parking Space and Garage in connection

To readers of the JOURNAL who mail in this advertisement we will issue a Guest Card entitling them to a reduction of 25 percent on accommodations.

SAMUEL COLE, Managing Director

Physical Education Demonstrations

(Continued from Page 8)

to a baseman, the rotation shall not take place until after the try for goal. Rotation shall then take place whether the goal is missed or made; (3) rotation always follows a successful try for goal and the accumulation of points by the baseman begins again.

Recovery of Ball in End Zone.—Whenever a goal throw has been missed or made and the ball recovered by either player in the "end zone," it shall be put in play by that player. In case a goal has been made the player shall wait for the referee's whistle to indicate that "rotation" by the scoring side has been completed.

Start of Game.—The referee shall start each half of the game by tossing up the ball in center as in basketball. For the toss-up the referee may choose any two players of equal height.

Out-of-Bounds.—A ball caused to go "out-of-bounds" by any player shall go to the nearest fielder of the opposite team standing in his position.

Violations.—(1) Taking more than one step while in possession of the ball. (2) Stepping over any boundary line. A ball caught by a baseman who steps over a boundary line shall not score. (3) Failure of a player in possession of the ball to pass or shoot inside of 3 seconds.

Penalty for 1, 2, and 3: Loss of ball to nearest opposing fielder.

Fouls.—(1) Touching or attempting to grab or strike the ball while in possession of an opponent in his own area. (2) Unnecessary roughness. *Penalty* for 1 and 2: Free and unguarded try for goal by baseman from any point in the base area. A successful free throw scores two points. (3) Interfering with a baseman while in the act of catching a ball. *Penalty:* One point awarded. The privilege of shooting for a basket shall hold the same as if a successful catch had been made.

In case of a double foul, i.e., a foul made simultaneously by two opposing players, each team shall have a free try for goal after which the referee shall toss the ball up at center between any two players of equal height.

Officials.—A referee, a scorer (two scorers in an interschool game), two linesmen, and a time keeper are needed.

The referee shall have entire charge of the game. In an interschool contest each teacher shall referee one half, unless, by agreement, one of the teachers or a neutral official is selected to officiate for the entire game.

Scorer.—The scorer shall keep a running score in parallel columns, each column representing accumulation of points prior to rotation. Example:

	1	1	1	1	1	1	1	2	
	1	1	2	1	1	2	1		
	2	1		2	1		1		etc.
							2		
Column Totals	4	3	3	4	3	3	5	2	
Running Totals	4	7	10	14	17	20	25	27	etc.

Time Keeper.—The time keeper shall perform the usual duties devolving upon such an official.

Linesmen.— There shall be two linesmen, one on each half of the court opposite the referee. The Linesmen shall indicate by blowing a whistle, whenever a player steps over a boundary line.

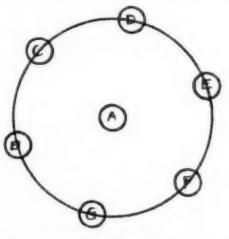
CIRCLE GAP PASS—A TEAM GAME

Materials.—A basketball or other inflated ball.

Formation.—A circle with one player at the center and the other players, five or more, equally distant from the center and from each other. To insure fairness in competition the diagram should be laid out before the game begins.

Object.—To win from another team in actual competition or by competing against time.

The Procedure.—At the command "Go!" player *A*, in the center, passes the ball to *B* who immediately returns it to *A* and at the same time runs past *"C"* on the outside and again receives



a pass from *A* through the "gap" between *C* and *D*. *B* returns this pass to *A* and continues running to each successive gap at which he receives and returns a pass until he arrives at his original place. Players *C, D, E, F,* and *G* meantime remain stationary. Similarly *A* passes the ball to *C, D, E, F,* and *G* as they in turn repeat the procedure followed by *B*. The first team to finish with the ball held high in the hands of the center player wins the game or scores a point. If played in successive games for points each player takes his turn as "center."

Today's Challenge

(Continued from Page 12)

ment, he saw the mountains with their wooded slopes disappearing in the grayish mist; when he felt the cool breeze caress him; when he saw the light drive away the vapors, and the sun rise majestically behind the clouds and cupolas, and the crosses, the dew, the distance, the river, sparkle in the splendid, cheerful rays,—his heart overflowed with emotion. This emotion kept continually with him, and increased a hundred-fold as the difficulties of his situation grew graver. . . . He learnt that man is meant for happiness, and that this happiness is in him, in the satisfaction of the daily needs of existence, and that unhappiness is the fatal result, not of our need, but of our abundance. . . ."

LIFE is worth living—even today. There are the needless social rigidities, the arrogance, greed, and stupidity of many public officials, the nervous and weak, the awkward and diseased citizenry—and yet life is worth living if one can live as a whole organism. To the man spending his working day at an assembly screwing particular nuts on particular bolts and his leisure hours at a movie or some worthless amusement, life may be not worth living. But the way out is not the conventional type of education, a literary and humanistic discipline that has so sharply shaped American public and collegiate education. We have been so interested for thousands of years in becoming spirits that we usually forget that while alive we are organisms. Under this traditional influence we cultivate unduly the nouns but forget the verbs, never quite understanding that *running*, the noun, is not the same as *to run*, the verb. "We are trained to seek the choice, the rare, the exquisite exclusively, and to overlook the common. We are stuffed with abstract conceptions, and glib with verbalities and verbosities; and

in the culture of these higher functions the peculiar sources of joy connected with our simpler functions often dry up, and we grow stone-blind and insensible to life's more elementary and general goods and joys."

James once suggested that the way out was "to descend to a more profound and primitive level. To be imprisoned or shipwrecked or forced into the army would permanently show the good of life to many an over-educated pessimist. Living in the open air and on the ground, the lop-sided beam of the balance slowly rises to the level line; and the over-sensibilities and insensibilities even themselves out. The good of all the artificial schemes and fevers fades and pales; and that of seeing, smelling, tasting, sleeping, and daring and doing with one's body, grows and grows. The savages and children of nature, to whom we deem ourselves so much superior, certainly are alive where we are often dead, along these lines; and, could they write as glibly as we do, they would read us impressive lectures on our impatience for improvement and on our blindness to the fundamental static goods of life."

It is obvious of course that physical education in its vigorous games and contests, its dance filled with dramatic light and color, its camping and hiking programs, is about the only natural experience left to man. We must protect them from oversophisticated standards, from commercial usage, from degenerated practices.

The brilliant British scientist J. B. S. Haldane in a masterly review of *The Causes of Evolution*, writes as follows in his concluding chapter:

"That sturdy little creature, the limpet, has watched the legions of evolution thunder by for some three hundred million years without changing its shell form to any serious extent. And the usual course taken by an evolving line has been one of degeneration. It seems to me altogether probable that man will take this course unless he takes conscious control of his evolution within the next few thousand years. It may very well be that mind, at our level, is not adequate for such a task, probably on account of its emotional rather than intellectual deficiencies. If that is the case we are perhaps the rather sorry climax of evolution, and less can be said in favour of existence than many of us suppose."

THIS is speculation of course and no one knows the exact truth in the matter. May it not be the part of wisdom, however, to suggest that our present social sickness is neither all economic nor all political, that the age-long struggle of man for happiness has deposited along the human trail many abandoned skeletons of proposals that failed in the final hour, and also that never in human experience has physical education in its typically racial forms failed to add to the health and happiness of mankind. The reaction against the social order today is not merely against injustices and inequalities; it is also a reaction against mind and cultivated snobberies, against genteel mediocrity, and standardization of behavior. What we want is not equality but meaningful experience, not equated wealth but a chance to test the urges that drive us. May health and physical education never come under the aegis of safety first but remain always a great adventuring in the possibilities of human protoplasm.

ARNOLD COLLEGE
The oldest co-educational College of Physical Education in the East.
Four and five year courses in Physical Education leading to the B.S. and M.S. degrees with teaching minors in history, science, and English. Accredited. Summer Camp on Long Island Sound. Graduates in 48 states. 50th Year. 12 Week Summer School.
For catalog — address
Webster Stover, Ph.D., President
ARNOLD COLLEGE
1466 Chapel Street, New Haven, Conn.

GYMNASIUM MATS
Many Schools Use Our Quality Mats Exclusively

Standard quality gymnasium mats are 2 inches thick, made of No. 6 (21 ounce) soft white duck, made of two layers of quality 1-inch hairfelt, closely tufted. The edges are built up square and reinforced. Strong duck handles are securely attached to reinforced edges.
We are U. S. Rubber Products jobbers for rubber wrestling mat covers
FOX TENT AND AWNING CO.
"If it's made of canvas we make it" YPSILANTI, MICHIGAN

TERRELL STEEL LOCKERS
PRACTICAL - POPULAR - ECONOMICAL
BUILT TO WITHSTAND HARD USE
Complete Equipment for the Locker-room — Lockers, Steel Shelving, Wire Baskets, Benches, etc.
Send for Catalog
METAL OFFICE FURNITURE COMPANY
Terrell Locker Division
GRAND RAPIDS MICHIGAN

Write for Bulletin
EVERSON *Electric* Chlorinators

Produces Sodium Hypochlorite (NaOC1) *electrically* from ordinary salt and water. Capacity, equivalent to 12 pounds chlorine gas in 24 hours; NaOC1 stays active much longer. Ends hazard of chlorine leakage. Ideal for swimming pools, etc. Keeps water germ-free and *non acid*. Cheapest practical method.
Everson Filter Co., 627½ W. Lake St., Chicago, U.S.A.
"The Swimming Pool People"

The New Winslow Health and Physiology Lantern Slides
will increase the effectiveness of your teaching efforts.
Write for circular S7 illustrating and pricing these slides.
DENOYER-GEPPERT COMPANY
5235 Ravenswood Avenue Chicago, Illinois

New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

The Physiology of Physical Education. Percy M. Dawson. (Baltimore: The Williams & Wilkins Company, 1935) 956 pp. $8.00.

Dr. Dawson, as a physician and as an expert authority on the teaching of both human physiology and physical education, has produced an outstanding work, so complete and comprehensive, so broadly based, as to fully serve the needs of students, teachers, and all engaged in the field. The author presents and interprets physiology so that it can be adapted to the physical educator's point of view with ease. The informal style of writing adds to the value of this publication. Dr. Dawson has succeeded in eliminating the traditional "dry" presentation of this subject. This volume is probably the first important textbook to adopt simplified spelling.

Twelve Hours of Hygiene. F. L. Meredith, M.D. (P. Blakiston's Son & Company, Philadelphia, 1935) 387 pp. $1.68.

This volume is an abridged edition of *Hygiene: A Textbook for College Students*. It is intended for use in one-hour, one-semester courses in hygiene for college freshmen, being especially written for use in short courses for students who may never have more advanced study in this subject. *Twelve Hours of Hygiene* covers in brief manner the entire field of hygiene. Although it is concise, it is not ambiguous. The book is amply supplied with drawings which aid in creating a clear and scientific understanding of the subject. The appendices of the volume contain well-organized and significant information on foods, nutrition, and communicable diseases.

A Textbook of Anatomy and Physiology. Jesse F. Williams, Fifth Edition. (Philadelphia: W. B. Saunders Company, 1935) 606 pp. $2.75.

This new edition of a very popular textbook will be welcomed by teachers and students. The book is arranged to serve the needs of the student of anatomy and physiology outside the medical school. It is of especial value to the nurse, physiotherapist, and physical educator—its content covers the essentials of anatomy and physiology. Teaching helps and numerous illustrations will undoubtedly increase its wide usage.

Principes Fondamentaux de L'Education Physique. Lieutenant Colonel W. P. Hubert Van Blijenburgh. (Utrecht: Kemink and Fils S. A., 1935) 453 pp.

The physiology, psychology, and pedagogy of physical education and especially of gymnastics are intensively discussed in this French adaptation of the work of a prominent physical educator of Holland.

Redirecting Education. Volume I: The United States. Edited by Rexford G. Tugwell and Leon H. Keyserling. (New York: Columbia University Press, 1934) 273 pp. $3.00.

This volume containing essays independently written by five authorities deals with the central problems of American education. Social and economic processes now working are considered in the light of their significance in redirecting education in the United States. "Social Objectives in Education" are discussed by Tugwell; "Social Objectives in The American College" is the topic of Keyserling; "Economics in the College" is analyzed by Thomas C. Blaisdell, Jr.: a discussion by Charles Woolsey Cole of "History in The College," and finally an essay on "Political Science in The College" written by Joseph McGoldrick complete this publication. The authors of the essays in this book are or have been teachers in Columbia College and all have been engaged in the comprehensive and cooperative course known as Contemporary Civilization which was begun fifteen years ago as an experiment. That experiment has been successful in the task of relating courses to each other and to the outside world.

The Crippled and the Disabled. Henry H. Kessler. (Columbia University Press, New York, 1935) 337 pp. $4.00.

Dr. Kessler in this volume has reported fully on various social, industrial and legislative aspects of different types of physical defect. He is particularly concerned with the vocational adjustment of the disabled, a problem which is especially acute in a time of general unemployment, and with legislative provisions made by various countries for the compensation, rehabilitation, and employment of such persons. The types of disabilities studied include the child cripple, the industrially disabled, the war disabled, the chronically disabled, and those disabled by defects of the special senses.

Nutrition and Physical Fitness. L. Jean Bogert. New (2d) Edition. (W. B. Saunders Company, Philadelphia, 1935) 566 pp. $3.00.

New sections on constipation, and the latest developments in the study of vitamins feature the second edition of this textbook on the nutrition of the body. The "hows" and "whys" of diets are clearly and simply explained, and the relation of food to health is emphasized throughout.

Outdoor and Community Games. Sid G. Hedges (Philadelphia: J. B. Lippincott Co., 1935) 139 pp. $1.25.

This is an English compilation of games for occasions when large or small groups are gathered together outdoors. Many of the games will be new to American readers, but some will be recognized as old friends disguised by strange names, or as variations of familiar recreations. Games for seashore, shipboard, picnics, camps, and all outdoor occasions and situations are included.

OUR ADVERTISERS DESERVE YOUR PATRONAGE

PUBLISHERS

American Medical Association 33
Ann Arbor Press 57
A. S. Barnes & Co. 2, 31
Dance Observer 57
Ditto, Inc. 59
Health Digest, Inc. ..... Outside Rear Cover
Lea & Febiger ..... Outside Rear Cover

SCHOOLS AND COLLEGES

Arnold College 63
Bouvé-Boston School of Physical Education.. Inside Front Cover
Panzer College 57
Posse-Nissen School of Physical Education 50
Russell Sage College 54
Sargent School of Boston University 51
Savage School of Physical Education..... Inside Front Cover
Springfield College ..... Inside Front Cover
Marjorie Webster School ..... Inside Front Cover
Wellesley College 55

SPORTING GOODS, SHOES, CLOTHING, SUPPLIES

Advance Theatrical Shoe Co. 47
Aldrich & Aldrich, Inc. ..... Outside Rear Cover
American Can Co. 39
American Wire Form Co. 45
Clay-Adams Co. 49
Craft Archery Co. 45
Denoyer-Geppert Co. 63
Denver Chemical Mfg. Co. 49
Elliott Co. ..... Inside Rear Cover
Everson Filter Co. 63
Fox Tent & Awning Co. 63
Halverson Laboratories 51
Kaspar Wire Works 57
Frederic A. Kibbe 45
Metal Office Furniture Co. 63
Monroe Woodcraft Co. 57
Narragansett Machine Co. 59
Petersen & Co. 59
Rounsevelle-Rohm, Inc. 45
S. J. Russell Co. 59

MISCELLANEOUS

American Physical Education Association.... Inside Rear Cover
American Red Cross 61
Auditorium Hotel ..... Inside Rear Cover
Hotel Crillon 61